DOCUMENT RESUME

ED 129 746 SP 010 459

AUTHOR Durham, Joe D.
TITLE The Development and Evaluation of the Multi-Unit Elementary School. Maxi II Practicum Report.
PUB DATE 7 Jan 76
NOTE 221p.; Ed. D. Dissertation, Nova University

EDRS PRICE MF-$0.83 HC-$11.37 Plus Postage.
DESCRIPTORS Academic Achievement; Administrative Principles; Community Involvement; *Elementary Education; *Elementary School Teachers; *Individualized Instruction; Inservice Teacher Education; Instructional Innovation; *Multiunit Schools; Open Plan Schools; Parent Participation; *Program Development; Program Evaluation; *School Administration; Student Participation; Student Responsibility; Teacher Attitudes; Team Teaching
IDENTIFIERS Virginia (Henrico County)

ABSTRACT

The purpose of this practicum was to show the development and evaluation of a multi-unit elementary school (MUS-E) using Individually Guided Education. As an organizational structure capable of permitting planned change. MUS-E provides for the growth of its students on an individual basis, provides in-service for its teachers, involves the public as an active partner in the education process, and places responsibility for progress on the child. Activities and evaluations relating to the school years 1973-74 and 1974-75 are presented and compared. The data indicate multiple areas of positive growth--more community involvement, less absenteeism, fewer discipline problems, and a more positive attitude toward school by all parties. Teacher participation, attitude, and work habits have resulted in a positive application of the program. Appendices include a proposal for the implementation of Individually Guided Education (IGE) at Bethlehem Elementary School, a memorandum of commitment between the University of Virginia and the Henrico County Public Schools, a workshop evaluation form, student, teacher, and parent opinionnaires, a teacher observational scale, detailed presentations of IGE instructional processes, various evaluation instruments, public relations materials, and a bibliography. (Author/MB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED129746

SEP 10 1976

MAXI II PRACTICUM REPORT

The Development and Evaluation

of the

Multi-Unit Elementary School

by

Joe D. Durham

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

Richmond, Virginia Cluster
Dr. John Galloway, Coordinator

January 7, 1976

SP010 459

CONTENTS

Abstract

Introduction 1

Background 3

Chapters:

I. Activities and evaluations relating to the school year 1973-74 20

II. Activities and evaluations relating to the school year 1974-75 50

III. An analogy of the relevant data of the two years 96

IV. Objectives, activities and evaluations to-date for the school year 1975-76 103

V. Summary 105

Appendix

Bibliography

Maxi II Report

The Development and Evaluation

of the

Multi-Unit Elementary School

Abstract

The purpose of this practicum was to show the development and evaluation of a multi-unit elementary school. This program of Individually Guided Education, as designed, was initiated in August, 1973 in Bethlehem Elementary School and the data collected from numerous evaluations in multiple areas indicate positive growth. As an outgrowth of the program a definite trend has been made toward more community involvement, less absenteeism among students, less discipline problems and a more positive attitude toward school by all parties concerned. Teacher participation, attitude and work habits have resulted in a more positive application of the program.

Jesse Stewart, teacher and writer, commented in his book, THE THREAD THAT RUNS SO TRUE, "the schoolroom is the gateway to solving all humanities problems." If this statement has merit then it brings many questions that have to do with what is happening in the schoolroom. What is the role of public education in dealing with societies problems? What is the relationship of individual development and national needs? Under what kind of organizational system can education best serve the problem solving needs of this nation? If education is failing or falling short of its potential then what changes are needed and how do educators go about making them? Where does the public fit in? These and many other questions face administrators, educators and the general public. The answers to these questions can have far reaching implications in the role of public education in today's world.

The challenge of professional education has never been small. In the words of Paul Goodman (Compulsory Mis-Education), "education is a natural community function and occurs inevitably since the young grow up on the old, toward their activities and into (or against) their institutions; and the old foster, teach, train, exploit and abuse the young. Even neglect of the young, except physical neglect, has an educational effect--not the worst possible." Thomas Jefferson who 200 years ago dreamed of a public education system for this country because he believed that people must be taught so that citizens could be "society-makers" and be vigilant for freedom. They must become literate and study history in order to make constitutional innovations and be fired to

defend free institutions. Some must study a technological natural philosophy in order to make inventions and produce useful goods.

In TEACHING FOR THINKING there was and there continues to be, no end to the problems which confront mankind, and the need to emphasize thinking in the education of children was never so urgent as it is today. It used to be that man's problems developed at a pace that allowed time for study, analyzing, projecting and predicting. Students in schools were able to have some idea of what the challenges ahead might be. Today the changes are multiplying so fast that it is almost impossible to even guess at what will be required of the six year old when he reaches adulthood. In ten years much of the information that children are receiving will be obsolete. So how do we determine the how, what, when and why of schools so that the time spent in today's school by each child will be useful to his ultimate growth and development and enable him to contribute to the extent of his talents and ability to the betterment of the world he will inherit. He will have to grow in a manner in which self direction is achieved. He will need to be able to apply knowledge to new situations. He will need to see through the vast amount of propaganda in his search for truth. He will need to be free to come up with new ideas, inventions and dreams to solve the problems that will confront him, for his survival will depend on it.

The day has come when the contained classroom and rote teaching cannot do the job. We have lingered too long with what has worked in the past and have come too slowly to the realization that what was good enough for us is not good enough for our children.

Today we must have a school structure that will adapt to change,

it must be flexible enough to permit planned change. It should adopt a philosophy that recognizes and provides for spiritual, emotional, social, cultural, intellectual and practical needs of each of its students. At the same time teachers should have opportunities for continued growth and development of their skills and knowledge. They need opportunities to share, experiment, develop, and evaluate new methods and approaches. The public must become an involved partner in the total school program. Jesse Stuart said in his book, TO TEACH, TO LOVE, that in many ways schools "must rediscover the spirit of the one-room school house." In recent years there has been a move toward the open space school or open classroom.

The challenge to today's educator and citizens in a changing society is to create the kind of environment that will motivate the child toward a greater desire for learning and self-improvement. Meeting this challenge puts the responsibility of achievement where it belongs--on the child--with educators and the community providing the guidance support, and understanding needed to insure success for each child.

Bethlehem Elementary School is a campus style school located in the western part of Henrico County, Virginia. The school has been in operation for the past seventeen years and has always featured a self-contained instructional program. The physical structure is so designed that it has twenty-nine teaching stations, a media center, a multi-purpose room, cafetorium, and administrative suite.

The present staff is composed of a principal, assistant principal, a secretary, a clinic attendant, a full time learning disabilities teacher,

a media specialist, twenty-one classroom teachers, four paraprofessionals and four part-time itinerant specialists. The staff is diverse in its experience, but is dedicated to the process of educating children in the most efficient and effective manner.

The school population is varied in the school zone that Bethlehem Elementary School serves. A variety of races (Caucasian 89%, Negro 6%, Indian 1%, Oriental 4%) are represented in the school population. The school also has a certain percentage of Cuban immigrants, 10%0 of which approximately 3% speak in their native language. The present enrollment in the school is approximately 600 in levels kindergarten through six.

The socio-economic make-up of the community that is served by this school ranges from average to below average. Most of the housing developments are single family units with a ratio of 2:5 children per house. This zone also contains one multiple family complex which is classified by the federal government as a low rent unit. The ratio of children in these units is 3:5. This school also has 31.69% of its students on free lunch with a total of 45.1% elibigible.

Approximately 85% of the students who attend Bethlehem Elementary School arrive and depart via county owned and operated transportation.

The students in Bethlehem Elementary are not dissimilar from students in any other elementary school in these United States. Their uniqueness reveals itself in this achievement as related to their ability. The Virginia state testing program confirmed the aforementioned statement on numerous occasions. The diagram that follows gives some insight into the abilities as opposed to achievement levels of two selected age level

students in this school.

Level 4 Test date-September 5, 1973

STEA	READING	SRA LANGUAGE ARTS	MATHEMATICS	COMPOSITE
35%	41%	38%	38%	37%

Level 6 Test date-September 5, 1973

STEA	READING	LANGUAGE ARTS	MATHEMATICS	COMPOSITE
35%	36%	39%	34%	35%

Level 4 Test date-October 18, 1974

STEA	READING	LANGUAGE ARTS	MATHEMATICS	COMPOSITE
34%	38%	32%	45%	35%

Level 6 Test date-October 18, 1974

STEA	READING	LANGUAGE ARTS	MATHEMATICS	COMPOSITE
42%	48%	47%	34%	43%

There appears to be some discrepancy between the 1973 and 1974 test scores. The reasons for these will be dealt with later in this report.

In the deliberation of studying the needs of the school, the feeling emerged that a program was needed that would allow structure and also freedom of movement and in-put for students in the learning process. The implementation of an Individually Guided Education (IGE) program would allow these criteria to be met. The IGE program would provide valuable in-service for the staff in order to promote greater individualization of instruction.

A system of Individually Guided Education (IGE) has been developed at the elementary school level, middle school level and is being researched on the high school level. The IGE system has seven

components, one of which is organizational/administrative arrangements, together called the "multi-unit elementary school (MUS-E)." These new arrangements are the instruction and research unit at the classroom level (I & R UNIT), the instructional improvement committee at the building level (IIC) and the system-wide policy committee at the system level (SPC). The MUS-E emerged in 1965 from a synthesis of theory and practice regarding instructional programming for the individual students, horizontal and vertical organization for instruction, role differentiation, shared decision making, and open communication.

Since 1965-66, two thousand MUS-E have been formed and there has been continuous evaluation of the effects of IGE. The organizational/ administrative specifications dealing, with specialization of tasks, cooperative planning and open communication among teachers and administrations, decision making at appropriate levels in the school system, high morale and job satisfaction among teachers, non-grading and continuous progress of students, and related phenomena have been met.

The administrative design of our IGE-MUS-E School is as follows:

1974-75

Central Office Staff		State Department of Public Instruction Consultants
	Principal-Instructional Leader Assistant Principal	
Unit I	Unit II	Unit III
1 Unit Leader	1 Unit Leader	1 Unit Leader
5 Teachers	5 Teachers	2 Teachers
½ Paraprofessional	1 Paraprofessional	½ Paraprofessional
152 Pupils	155 Pupils	83 Pupils
Ages 5,6, and 7	Ages 7, 8, and 9	Ages 9 and 10

(ADMINISTRATIVE DESIGN CONTINUED)

Unit IV	Unit V
1 Unit Leader	1 Unit Leader
5 Teachers	4 Itinerant Teachers
2 Paraprofessionals	1 Media Specialist
187 Pupils	
Ages 10, 11, and 12	

1975-76

Central Office Staff		State Department of Public Instruction Consultants
Principal-Instructional Leader Assistant Principal		
Unit I	Unit II	Unit III
1 Unit Leader	1 Unit Leader	1 Unit Leader
5 Teachers	4 Teachers	4 Teachers
½ Paraprofessional	½ Paraprofessional	½ Paraprofessional
150 Pupils	130 Pupils	125 Pupils
Ages 5, 6, and 7	Ages 7, 8, and 9	Ages 9, 10, and 11
Unit IV	Unit V	
1 Unit Leader	1 Unit Leader	
3 Teachers	4 Itinerant Teachers	
½ Paraprofessional	1 Media Specialist	
110 Pupils		
Ages 10, 11, and 12		

There have been some minor variations made between the 1974-75 and 1975-76 design as are obvious in the previously indicated administrative design. These changes have been made in order to allow greater flexibility and also to make better utilization of the strength of the faculty.

It should be pointed out at this point that the unit leader serves a dual capacity in that he/she must be a classroom teacher carrying a regular load as well as fulfill any and all administrative duties that are essential for the unit. It should be further stated that at this time these persons do not receive any additional renumeration or release time for their extra duties.

The instructional improvement committee (IIC) is composed of the principal, assistant principal, all unit leaders and the media specialist. The system-wide policy committee is composed of the principals of the two IGE schools, a representative of the unit leaders, the director of elementary education for this school system, the assistant superintendent in charge of elementary education and pupil personnel for this school system and two elementary supervisors.

Individually Guided Education is an in-service program to train teachers how to better individualize education. It provides an instructional system in which each child is educated individually, according to his level of ability, and according to what he can realistically be expected to learn.

This is the IGE learning cycle:

1. Pre-assessment(What knowledge, attitudes, and skills should each child learn? How does he best learn?
2. Design of a learning program for each child.
3. Implementation of the learning program.
4. Post-assessment (Has the child achieved the goals set for him?

IGE involves establishing a multi-unit organization (see previous administrative diagram) that brings all of the school's

teachers into both the planning and implementation of the educational program. It is the philosophy of an IGE school that a number of teachers working together can plan better than one working alone. IGE also hypothesizes that any system will be more successful if it is implemented by the same people who designed it.

IGE is more comprehensive than individualized instruction when individualized instruction is viewed as each child proceeding at his own rate through interacting on a one-to-one basis with a teacher or directly using instructional materials as equipment. Instructional programs developed to meet the needs and characteristics of each elementary school child call for much small-group activity and a lesser amount of one-to-one work with instructional materials. Of course, some educational objectives can be attained by some students under certain conditions through the use of computer-assisted instruction, programmed instructional packages, and sets of curriculum materials as usually arranged in a school setting. However, it is also clear that many younger children who do not read well and who have not yet acquired a store of fundamental concepts need the personal stimulation and guidance of skillful teachers in most curriculum areas. Thus it appears appropriate to take a broad view of education and instruction in which self-instructional materials and procedures are viewed as but one element of instructional programming for the individual.

IGE has emerged as a comprehensive system for educational improvement and includes given components. When all components are properly integrated into a school, improvements in teacher morale, administrator-teacher communications, student achievement, and personal-

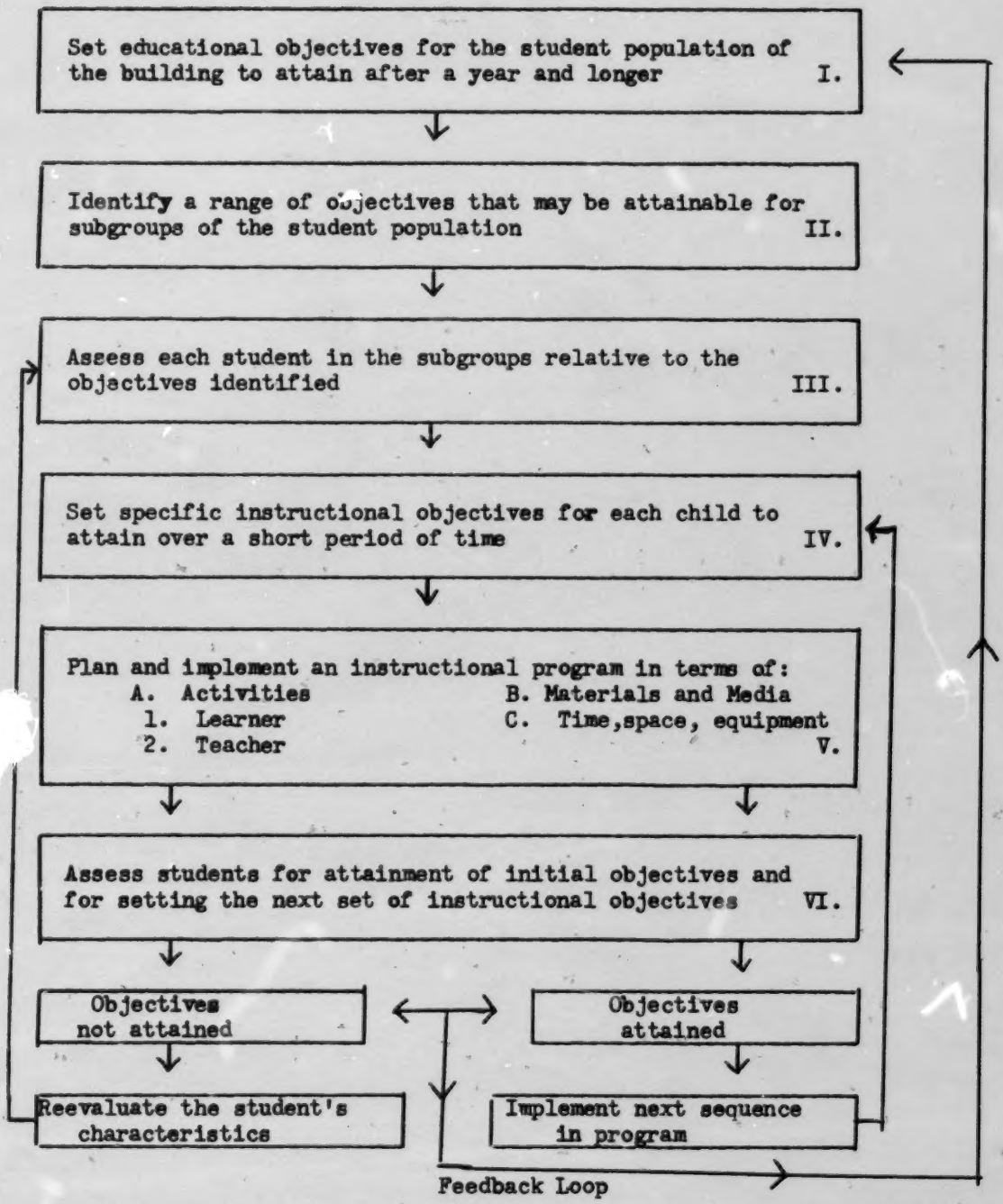
social development are often dramatic. The components must function simultaneously as a system. The seven components are:

1. The multi-unit elementary school (MUS-E) is the organization for instruction and related administrative arrangements at the building and central office level. It provides for educational and instructional decision-making at appropriate levels, open communication and accountability.
2. A model of instructional programming for the individual student is designed to provide for differences in children's rates and styles of learning, levels of motivation and other characteristics within the context of the school's educational objectives. (See Figure 1 for model)
3. A design for developing measurement tools and evaluative procedures includes preassessment of children's readiness, assessment of progress and final achievement with criterion-reference tests, feedback to the teacher and child and evaluation of the IGE design and its components.
4. Curriculum materials, related statements of instructional objectives and criterion-referenced test which can be adopted or adapted by schools are needed.
5. A program of home-school communications that reinforces the school's efforts by generating community interest and support is essential.
6. Facilitative environments in school buildings, school systems' central offices, state education agencies and teacher education institutions. Helpful in producing these environments is a staff development program which includes in-service and campus-

Figure 1

INSTRUCTIONAL PROGRAMMING MODEL

FOR IGE


Set educational objectives for the student population of the building to attain after a year and longer I.
Identify a range of objectives that may be attainable for subgroups of the student population II.
Assess each student in the subgroups relative to the objectives identified III.
Set specific instructional objectives for each child to attain over a short period of time IV.
Plan and implement an instructional program in terms of:
A. Activities
1. Learner
2. Teacher
B. Materials and Media
C. Time,space, equipment
V.
Assess students for attainment of initial objectives and for setting the next set of instructional objectives VI.
Objectives not attained
Objectives attained
Reevaluate the student's characteristics
Implement next sequence in program
Feedback Loop

based educational programs to prepare personnel for the new roles implied by the other six components.

7. Continuing research and development to generate knowledge and to produce tested materials and procedures. Each school must engage in practical research in order to design, implement and evaluate instructional programs for individual students.

The nongraded instructional and research (I & R) unit replaces the age-graded, self-contained classroom. Research is included in the title to reflect the fact that the staff must continuously do practical research in order to devise and evaluate an instructional program appropriate for each child. Each I & R unit is composed of a unit leader, lead teacher for academic subjects (staff teachers), one teacher aide and approximately 100-150 students. Children of a unit usually have a three to four year age span in contrast to traditional grades when children typically represent a two year age span.

The main function of each unit is to plan, carry out, and evaluate, as a hierarchical team, instructional programs for the children of the unit. Each unit engages in a continuous on-the-job staff development program. Some units plan and conduct research and development cooperatively with other agencies and some are envolved in preservice education.

The instructional improvement committee (IIC) is at the second level of organization. It is building-wide in scope and is comprised of the principal, assistant principal and unit leaders.

The four main functions for which the IIC takes primary initiative are: stating the educational objectives and outlining the

educational program for the entire school building; interpreting and implementing system-wide and state-wide policies that affect the educational program of the building; coordinating the activities of the I & R Units to achieve continuity in all curriculum areas; and arranging for the use of facilities, time, material, etc., that the units do not manage independently. The IIC thus deals primarily with planning and coordinating functions related to instruction.

Substantial changes are required to move from the self-contained classroom organization to that of the I & R Unit and the IIC. The system-wide policy committee (SPC), at the third organizational level, was created to facilitate this transition. This committee is composed of members of the central office staff, elementary supervisors, IGE principals, and unit leaders. Four decision-making and facilitative responsibilities for which the SPC takes primary initiative are: identifying the functions to be performed in each MUS-E of the district; recruiting personnel for each MUS-E and arranging for this in-service education; providing instructional materials; and disseminating relevant information within the district and community. It is possible that a central office arrangement could be responsible for some of these functions in that school districts differ greatly in size and characteristics, therefore requiring considerable flexibility.

Unlike some differentiated staffing programs that create a complex hierarchy and call for a proliferation of new roles and titles for personnel, the multi-unit organization pattern establishes only the new position, that of the unit leader. Other roles are also integrated into the unit, such as the teacher aide and the intern or student

teacher. The multi-unit program is also distinguished by the fact that basic changes are made in the role of the principal and teacher. The multi-unit pattern does not preclude the identification and establishment of other new, specialized roles such as those connected with instructional media or neighborhood relations. It does assume, however, that the unit leader and the unit staff, who work directly with the children and their parents, are the key individuals in the instructional system. The multi-unit pattern also calls for a heavy and direct concentration of monetary resources and personnel in the daily program of instruction. In the discussion that follows, the key roles of the unit leader, staff teachers, and principal are described briefly.

Unit Leader: The unit leader is a member of the IIC, the leader of a unit, and a teacher in the unit. The lead teacher chairs unit meetings. The role is that of a career teacher, it is clearly not administration or supervision. As a member of the IIC, the unit leader contributes to planning the entire program of the building, primarily by defining the program of his/her unit in relation to that of other units. As the leader of the unit, he/she plans and coordinates the efficient utilization of materials and resources; he/she performs liaison functions between the unit and the principal, consultants, parents, and others; and he/she instructs unit members, including beginning teachers and instructional aides. The unit leader teaches children from 70 to 90 percent of the time, the proportion depending upon the size of the unit and the amount of research and development and teacher education conducted in the unit. He/she is a model teacher of children and takes initiative in developing and trying out new materials and

instructional procedures.

Staff Teacher: The role of the staff teacher is also changed in the multi-unit school. The staff teacher participates in unit planning sessions, works with a large number of children in the unit, and performs more professional and less routine work. The collaborative planning, instruction and evaluation called for in IGE demands specializations of tasks according to the capabilities and interests of each staff member. For example, the teacher who is strong in a curriculum area takes greater initiative in planning the unit activity in that area, in teaching other staff members, and in the actual teaching of children. Teachers may also be stronger or weaker in certain instructional groupings. One may be excellent in tutorial activities, another in small group activities, and still another in large group activities. Identifying and developing instructional materials, assessment tools and procedures, home-school procedures, and other specialized tasks are handled according to teachers' individual characteristics. Each staff member takes greater initiative in the area of his/her strengths and interests, but he/she does not become completely specialized.

Principal: The role of the principal is changed in the multi-unit school in that he/she assumes greater and more direct administrative responsibility for developing improved educational practices, managing the pre-service and in-service teachers' educational practices, building and administering resource and development activities. He organizes and chairs the IIC--the mechanism and communication system through which he exercises administrative leadership. It is not assumed that the principal is an expert in any particular subject-matter field, in resource design, or in teacher education. However,

he utilizes the knowledge of his staff and consultants, delegates responsibility, and assists the IIC in arriving at decisions which can be implemented effectively. In essence he/she is the change agent to orchestrate the resources for the benefit of all concerned.

Organizational structures with overlapping memberships are designed to encourage decision-making at an appropriate level of the school system and to encourage communication among educators, parents and others. As noted earlier, some decisions are made at the central office level by the SPC, others at the building level by the IIC, and still others are made with each child by the staff of the unit. The IIC and the I & R Units within each building, however, are the key decision-making units, rather than the central office personnel or individual classroom teachers. An important feature of decision-making is reliance upon information that is gathered systematically.

This kind of decision-making is not a top-to-bottom linear sequence. On the contrary, each unit staff with assistance from the principal must identify the needs of its children; the IIC with assistance from the central office must then develop a composite statement from the children enrolled in the school; and central office personnel and representative principals, unit leaders, and teachers use this information in developing system-wide requirements. The larger the school system, the more centralization is needed. Regardless of the size, however, each building principal is accountable to the superintendent for the achievement of the children in his school; each unit leader is accountable to the building principal for the achievement of the children in the unit; and each staff teacher is

is accountable to one unit leader for the progress of a certain number of specified children during a specified period of time.

Shared decision-making requires open communication. The unit structure is designed to encourage interpersonal interaction and face-to-face discussion among teachers. The IIC encourages direct communication between the principal and the unit leader, while the SPC does the same among central office personnel, teachers and the principal.

In October of 1972 my elementary supervisor and myself approached our director of elementary education with a proposal that would enable our school to become an IGE school under the leadership of the School of Education of the University of Virginia. In June of 1973 we presented a formal proposal to the board of education (See Appendix A for that proposal). We received approval for the project as long as it did not cost substantially more than any other elementary program. Subsequently a commitment form was signed by all parties concerned (See Appendix B for this form). On September 23, 1974 this form was updated so as to enter into an agreement for the 1974-75 school year with the University of Virginia (See Appendix C for this form).

In May of 1973 the Battelle Memorial Institute gave a needs assessment survey for this school system. One of the items receiving top priority among students, parents, and teachers was the need for more individualized study with emphasis upon the student's ability as a positive point as apposed to a strictly structured classroom. This became a positive mandate to administrators who had viewed

their positions as instructional leaders. The above survey enhanced our position at Bethlehem Elementary School in that we viewed the IGE program as one of the best ways to serve the needs of our pupils and fulfill the obligation requested by the survey.

The IGE project for Bethlehem Elementary School is designed to develop a model elementary school program of individualized instruction. As the program is developed a concomitant objective is to train personnel and transfer the successful elements throughout the school system. The program consists of the following components:

A. School organization for individualization using the IGE plan developed at the Institute for the Development of Educational Activities (I/D/E/A) Which features the multiunit school MUS/E developed by the Wisconsin Research and Development Center for Cognitive Learning. (School year 1973-74)

B. Mathematics skill and concept development using Individualized Mathematics System (IMS) developed by the Regional Education Laboratory for the Carolinas' and Virginia at Durham, N.C. (published by Ginn and Company) and locally produced learning centers and modules. (School year 1973-75)

C. Reading skill and concept development, using the Fountain Valley Teacher Support System which was developed by Swirl and produced by Tarmac. This was also accompanied by locally produced learning centers and modules. (School year 1974-76)

D. Attitude development and behavior modifications through the creation of a warm, supportive climate and emphasis on student responsibility and self-direction. (School year 1973-74)

E. A locally developed physical education program built around the learning outcomes of the Educational Research Council of American Physical Education Programs (ERCAPEP) to increase the performance of students on the Virginia Physical Fitness Awards earned by students. (School year 1974-75)

F. An early intervention program for the purpose of identifying, diagnosing, and treating six

and seven-year olds with potential learning disabilities, which may be due to either academic or emotional factors. Consultants working along with two staff members help teachers develop more and better strategies for teaching these children within the regular classroom. (School year 1974-75)

G. Teacher education through workshops, in-service training, demonstrations, observations, and teacher exchange. (School year 1973-74)

H. Community involvement through individual unit meetings and a community school council which acts in an advisory capacity and assists in planning, evaluating, and disseminating information about the program. (School year 1973-74)

I. Dissemination of information to patrons, the general public and professional colleagues through tours, visits, newsletters and staff presentations. (School year 1973-74)

The dates are indicative of the estimated conception of these elements and are presently being continued.

The activities of the IGE project at Bethlehem Elementary School represents a model in the field of individualized instruction.

Bethlehem Elementary School provides each student with a program appropriate for him, personalized to meet his needs, and furnishing the gratification of successful accomplishment.

This Maxi II practicum effort has been designed to demonstrate the development of the IGE-MUS-E in Bethlehem Elementary School and the evaluation of the total operation. The primary reason for the extensive evaluation is two-fold--

A. to demonstrate cognitive and affective gains made by the students

B. to demonstrate to the local board of education that IGE-MUS-E is a valid and effective instructional mode of operation and should be continued and expanded to other schools

The remaining portion of this report will be divided into five chapters, these chapters are:

I. Activities and evaluations relating to the school year 1973-74

II. Activities and evaluations relating to the school year 1974-75

III. An analogy of the relevant data of the two years

IV. Objectives, activities and evaluations to-date for the school year 1975-76

V. Summary

CHAPTER I.

One of the main elements in any IGE operation is the continuous in-service for all concerned. With the school year of 1973-74 we began a concerted effort in the area of in-service in order to bring about change. The following chart is the in-service schedule that was in effect for the school year 1973-74.

KEY:

A - indicates in-service conducted by Principal
B - indicates in-service conducted by University of Virginia
C - indicates in-service conducted by Unit Leaders

IN-SERVICE WORKSHOPS

Date	Subject	Participants	Key
June 10, 1973	IGE Commitment	Principal and Staff Members	A
June 14, 1973	IGE proposal presented to the school board	Principal, Superintendent and School Board	A
August 6, 1973	IGE Unit Leaders Responsibilities	Principal and Unit Leaders	A
August 15-17, 1973	IGE program-Unit Operation	Principal and Unit Leaders	B
August 22, 1973	IGE Parent Orientation	Open Meeting for Parents	A
August 23, 1973	Role of Unit Leaders-IGE School	Unit Leaders	A
August 27-30, 1973	IGE	All Teachers	ABC
August 29, 1973	IGE & IMS Parent Orientation	Open Meeting for Parents	A
August 31, 1973	IMC	Lead Math Teachers	B
Sept. 4, 1973	Team Planning in Units	Unit Leaders	B
Sept. 4, 1973	IGE Student Orientation	All Units	C
" 5, 1973	" " " (composed of film strips,	"	C
" 6, 1973	" " " printed material and small	"	C
" 7, 1973	" " " group discussion)	"	A
Sept. 12, 1973	Paraprofessionals role-IGE Unit	Paraprofessionals	A
Sept. 17, 1973	Students role in IGE	All Students	AC
Sept. 18, 1973	Paraprofessionals role-IMC	Paraprofessionals	A
Sept. 20, 1973	IGE-Learning Cycle	All Teachers and Principal	B
Sept. 20, 1973	Community involvement	Community	A
Oct. 2, 1973	IGE	All Teachers	A
Oct. 3, 1973	Unit II Operation in IGE	Parents in Unit II	C
Oct. 4, 1973	IGE-Teacher Baseline Questionnaire	All Teachers	B
Oct. 4, 1973	Alpha reading program	Parents in Unit I	C
Oct. 9, 1973	Unit III Operation in IGE	Parents in Unit III	C
Oct. 10, 1973	Unit IV and V Operation in IGE	Parents in Unit IV and V	C
Oct. 12, 1973	Questions about Students role in IGE	Students in Units III, IV and V	AC
Oct. 18, 1973	Parent Involvement in IGE	IGE Parent Advisory Committee	A
Oct. 22, 1973	Open House to Parents	Parents	-
Oct. 24, 1973	Planning Units of Study	All Teachers	A
Nov. 5, 1973	Reading in IGE	All Teachers	C
Nov. 7, 1973	Workshop for Parent-Aide & Paraprofessionals	Parent Volunteers & Paraprofessionals	B
Nov. 14, 1973	IMS	Unit III Parents	C

IN-SERVICE WORKSHOPS (CONTINUED)

Date	Subject	Participants	Key
Nov. 15, 1973	IMS	IGE Parent Advisory Committee	AC
Nov. 20, 1973	IMS	Unit Parents	C
Nov. 27-29, 1973	IGE Conference for Unit Leaders	Unit Leaders and Principal	B
Dec. 6, 1973	Learning Modules	All Teachers	AB
Dec. 11, 1973	IMS	Parents of Unit IV	C
Jan. 8, 1974	IGE and Community Role	Colonial Jr. Womens' Club	A
Jan. 17, 1974	Alpha Reading Program and IMS	IGE Parent Advisory Committee	A
Jan. 29, 1974	Learning Center	Parents of Units IV and V	C
Jan. 31, 1974	IMS	Parents of Unit I	C
Feb. 14, 1974	Problems in IGE scheduling	Teachers and Principals	B
Feb. 21, 1974	Developing IGE Report Card	IGE Parent-Advisory Committee	A
Feb. 22, 1974	Student Concern in IGE	Units I and II	A
Mar. 12, 1974	IGE Reporting to Parents	Parents of Units IV and V	C
Mar. 25-29, 1974	Student Evaluation of IGE	Students of Units II, III, IV and V	A
Apr. 16, 1974	Fountain Valley Teacher Support System	All Teachers	A
May 10, 1974	My Son or Daughter in an IGE School	Parents	AC

It should be noted that on Thursday of each week the Instructional Improvement Committee (IIC) met to discuss units concern, plan future in-service and view new materials and/or methods. It was also a requirement that each unit spend a minimum of three hours per week after school in unit planning, humanizing the unit and staff development.

The in-service workshops for unit leaders and teachers is an essential aspect of the IGE program. The objective established for this was that 51% of the staff would evaluate the in-service programs or workshops as effective. The objective was to be evaluated by the Bethlehem Elementary IGE workshop evaluation form (See Appendix). The person responsible for the testing was the principal. The projected 51% favorable response was surpassed with actual attainment of 79% and 87% for the two multiple-choice sections of the questionnaire. The written section of the questionnaire reinforced these findings.

An evaluation of the workshops by the staff was accomplished by a 40 item questionnaire (See Appendix D). On the first 25 items the respondents answered SA (strongly agree), A (agree), ? (undecided), D (disagree), or SD (strongly disagree). The next six items and the 36th and 37th items were answered, a.(a great many or a great deal), b. (some), c. (few or little) or d. (none). Four items were answered in one of three ways--neutral, suggested change or negative, or positive. The last four items required a written response or comment. Each of these sections will be dealt with separately and then summarized. There were 34 participants in the workshops. The objective of the evaluation was to get an indication of the usefulness and degree of its effectiveness to the participants.

WORKSHOP EVALUATION RESPONSES

Item	SA	A	?	D	SD
1	11	18	05	--	--
2	06	23	05	--	--
3	07	17	09	01	--
4	06	18	08	02	--
5	01	01	04	15	13
6	08	21	04	01	--
7	--	03	04	20	06
8	02	04	06	19	02
9	--	--	02	26	05
10	08	21	04	--	--
11	06	22	04	02	--
12	09	19	05	01	--
13	03	17	05	09	--
14	--	03	05	24	02
15	--	02	01	25	06
16	08	15	05	05	--
17	06	20	06	02	--
18	05	23	04	02	--
19	--	--	03	28	03
20	--	--	02	26	06
21	--	03	04	25	02
22	05	23	06	--	--
23	06	16	12	--	--
24	03	16	12	--	--
25	01	05	05	21	02

For interpretation of the first 25 items, it should be noted that items 5,7,8,9,14,15,19,20,21 and 25 were negatively written. That is, the best answer interms of the most favorable response to the workshops was "strongly disagree" and the most unfavorable answer was "strongly agree".

	Most Favorable	Favorable	Neutral	Unfavorable	Most Unfavorable
No. of Responses	144	518	130	46	4
Percent of Responses	17.10%	61.52%	15.44%	5.46%	.48%

It can be seen that 78.62% of the responses to the items were at least favorable and only 5.94% of the responses were unfavorable. Hence, the objectives of at least 51% of the responses to be at least favorable

is met for the first 25 items.

The responses to items 26-31,36 and 37 is summarized below.

WORKSHOP EVALUATION RESPONSES (Continued)

Item	A	B	C	D
26	11	17	05	01
27	18	14	01	01
28	11	19	03	--
29	06	14	04	04
30	03	17	04	04
31	14	10	05	04
36	10	19	03	01
37	16	15	02	--
Total	89	125	29	15
Percent	34.77%	48.83%	10.55%	5.86%

An a or b response would be considered positive, c or d negative, and there is no neutral response. Again the overwhelming majority of the responses are at least favorable--83.60%. However, the objective of at least 51% was again surpassed for this portion of the questionnaire.

The responses to items 32-35 are summarized below.

Item	A	B	C
32	21	--	12
33	26	--	07
34	27	--	06
35	07	22	03

Note that there was about a 2 to 1 split on item 32 between the present method and more programmed materials to best attain the objectives of the workshops. About 80% said (item 33) they would like to participate again with approximately the same percentage saying that they would recommend the experience to others (item 34). Two-thirds thought the length of the workshop was "about right" (item 35). Again

on these items of the questionnaire the objectives was met.

In conclusion, very positive attitudes toward the workshop were exhibited by those who participated.

In-service training is and will continue to be a positive aspect of the IGE program. There should develop as an outgrowth of the in-service a positive attitude toward the IGE program. The creation of a positive attitude by the staff toward the project was also a positive effort on the students and the community. The stated objective was that 65% of the teachers in this school who had worked in the program for at least eight months would give evidence of a positive attitude toward the IGE program and the total school. This objective was attained when 93% of the teachers, indicated a positive attitude toward the program. The teacher's edition of Place Opinionnaire composed of 14 items was used to evaluate this objective. (See Appendix E for instrument)

RESPONSES AND SCORING KEY

N-25

	1	2	3	4		1	2	3	4
1	18	07	00	00		04	03	02	01
2	24	01	00	00		04	03	02	01
3	18	06	01	00		04	03	02	01
4	22	02	01	00		04	03	02	01
5	17	05	02	01		04	03	02	01
6	14	10	01	00		04	03	02	01
7	02	16	05	02		04	03	02	01
8	10	11	04	00		04	03	02	01
9	08	13	04	00		04	03	02	01
10	11	13	01	00		04	03	02	01
11	24	01	00	00		04	03	02	01
12	10	14	01	00		04	03	02	01
13	11	14	00	00		04	03	02	01
14	17	08	00	00		04	03	02	01

As you can see from the "scoring key", the best possible score, "a one", is not always in the same place on the multiple choice items. If however, we categorize and summarize the responses, we see that when columns 1 and 2 of the summary chart are considered as positive responses, 93% are in compliance with this objective.

SUMMARY OF RESPONSES BY CATEGORY

	1	2	3	4	Total
Frequency	206	121	20	03	350
Percent	58.9%	34.5%	5.7%	.9%	100%

As a further instrument to measure the attitudes of the teachers, each teacher completed the instrument entitled Your Attitudes Toward Bethlehem Elementary School. (See Appendix F for instrument) This survey is composed of 20 questions with multiple choice answers. The objective for this instrument correlates with the previous one in that 65% of those surveyed would have a positive attitude toward the school. Question number 1 referred to each teacher's general feeling toward teaching to which 91% enjoyed strongly with 9% enjoying moderately. When questioned about their class size (question 2) 4% felt they were too large, 15% felt they were a little to large and 81% indicating that they were just about right. Questions 3-17 were answered by indicating, 1-always, 2-usually, 3-sometimes, 4-almost never and 5-never. These responses would mean that one and two would indicate a positive response, four and five a negative response with response three being intermediate.

The graph on the next page indicates the range of scores from 120 to 198. The mean score was 164, and individual scores are shown as they varied from the mean. Scores to the left indicate a tendency toward closed-mindedness, and scores to the right indicate a tendency towards open-mindedness for this group. As the national mean for this test is 160, I would say that the group tested is an average group, and visual inspection of the graph shows a normal distribution of scores. The analysis of scores of this test indicate that the faculty is neither particularly closed-minded nor open-minded.

The faculty of this IGE school is divided into five instructional units of from three to six teachers each that work as teams. The scores within each unit were compared with the following results:

Unit	Mean Score	Range
I	174	18
II	155	21
III	165	74
IV	165	60
V	163	55

The grouping of unit scores indicate that units I and II have a narrower range with Unit II tendency toward more closed-mindedness, whereas Unit I has the highest tendency toward open-mindedness. Units III, IV and V have wide ranges, but have similar mean scores which are comparable to the mean score for the total group. According to the test, therefore, Units I and II, though tendency in opposite directions, are more homogeneous than the other three units. (See figure 1--Graph)

Individual Scores From Open and Closed-Mindedness Test as Given to 23 Teachers in Bethlehem Elementary School

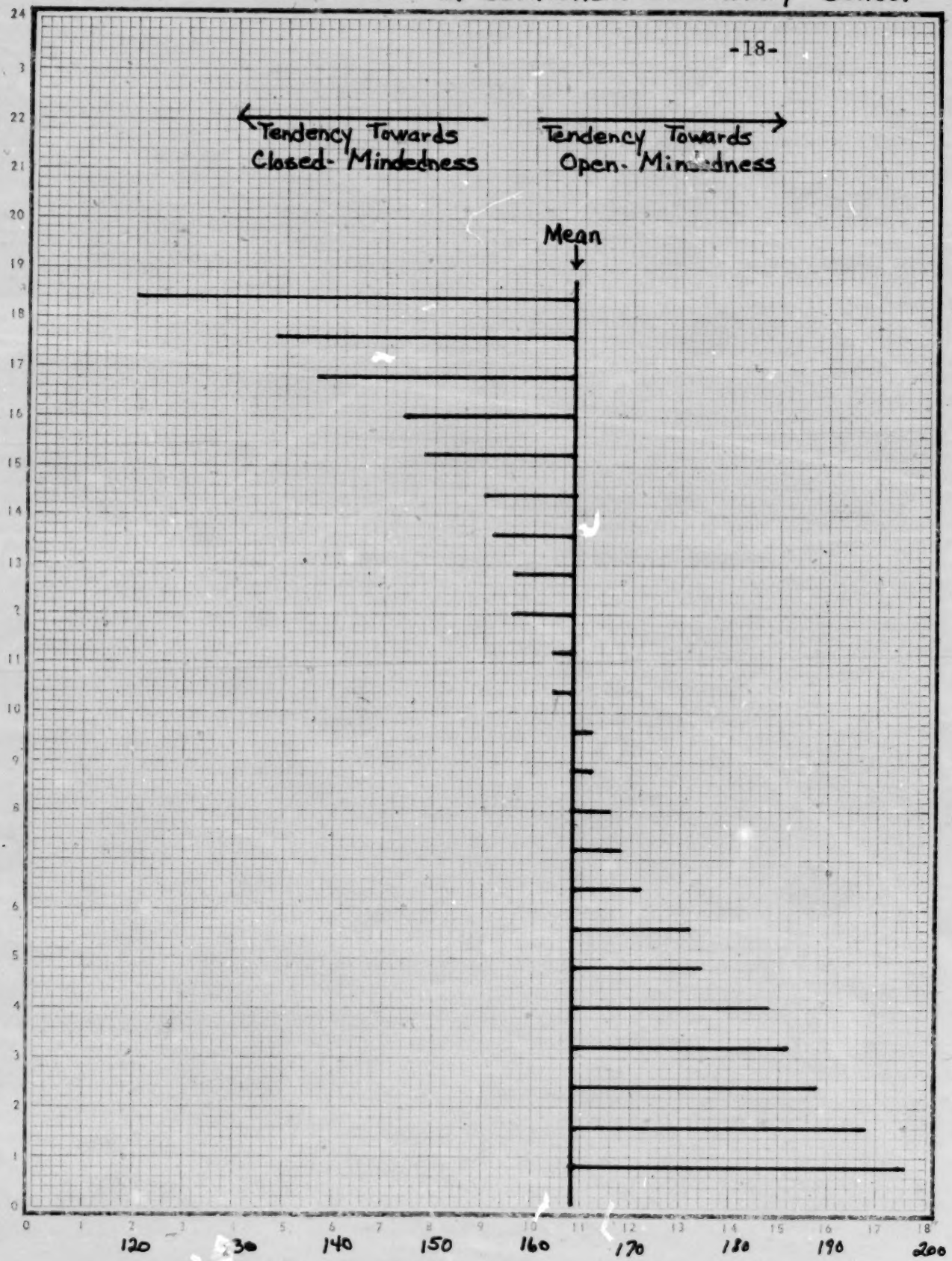


FIGURE 1

Selected test items were chosen for analysis to determine whether or not open or closed-mindedness in the areas of religion and politics were consistent with responses from items on group interaction and tolerance that would seem to be important for an effective IGE program. The hypothesis is that the scores will be consistent within each category listed below. (See Appendix G)

Selected Items	Responses from the two lowest scoring persons taking the test (Category A)	Responses from the two highest scoring persons taking the test (Category B)
3. (Politics) even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain groups	2	6
	3	6
25. (Religion) when it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.	2	6
	2	6
4. (Group Interaction) It is only natural that a person would have a better acquaintance with ideas he believes in than with ideas he opposes	1	6
	2	5
8. (Group Interaction) I'd like it if I could find someone who would tell me how to solve my personal problems	3	6
	5	5

Selected Items (Continued)	(Category A)	(Category B)
12. (Group Interaction) In a discussion I often find it necessary to repeat myself several times to make sure I am being understood	3	5
	5	5
29. (Group Interaction) A group which tolerates too much difference of opinion among its own members can not exist for long	4	5
	3	6
31. (Group Interaction) My blood boils whenever a person stubbornly refuses to admit he's wrong	2	6
	2	6
40. (Group Interaction) Most people just don't know what's good for them	3	6
	3	5

The conclusion inferred from these is that the stated hypothesis is generally true with the responses from Category B being more consistent than the responses from Category A.

In order to assess the effectiveness of the in-service training toward implementation of the program an objective was established to indicate that 65% of the teachers in the school would give evidence of carrying out the purpose and methodologies of the programs. The administrative intern used an observational checklist to measure whether the teachers were carrying out the stated purposes and understood the methodologies of the programs. The observational checklist included ten items on each of the following project programs--Individually Guided Education (IGE) and Individualized Mathematics System (IMS).

The administrative intern observed and rated each teacher using the teacher observational scale. (See Appendix H) The teacher

observational scale uses a four-point rating system with an observational rating of one or two considered positive and a three or four response negative. The administrative intern observed and rated each teacher in each of the areas indicated (IGE and IMS). For the teacher to qualify successfully, 80% of the responses would have to be positive. There were twenty-four teachers observed and rated by the administrative intern during the month of February and March.

The results of the teacher observational scale as completed by the administrative intern indicated that twenty-two or 91% of the teachers observed rated 80% or better on the indicator. The objective of 65% of the teachers with a score of 80% or better was far exceeded by the teachers involved in the program.

The results of this objective further supports the excellent rating of the workshops by the teachers and indicates that the teachers received the necessary information and training needed to implement the programs.

The in-service training of teachers is only effective if a comparable amount of time is spent with the students in helping them understand their role in IGE. It is the feeling of the staff that we should devote a considerable amount of effort to orientation sessions for the students. The majority of the sessions were conducted by the unit leaders with the assistance of his team members. These sessions (refer to schedule of in-service workshops) included the use of printed material, such as Color Me IGE, sound filmstrips such as "What It's Like to be in IGE", the IMS student training filmstrip, 16mm films such as "One At A Time--Together" and teacher-pupil interaction.

It is of primary importance to the school staff that each student feel comfortable in his school environment and that he feels that IGE and IMS has something to offer him. This program, as well as any school program, will only be as successful as its products. In order for these products to be successful they must function at their appropriate level, feel some worth or dignity in themselves, their work and their school.

A questionnaire of children's attitudes toward IGE (See Appendix I for instrument) was developed and administered to 450 students (ages 7-12) in Units II-V. This instrument is designed with 10 questions. The first seven questions are multiple choice questions showing a positive or negative response. The objective for this instrument is that at least 51% would respond positively in this initial year.

QUESTIONNAIRE OF CHILDREN'S ATTITUDES TOWARD IGE

1. How do you like school this year in comparison to last?

BETTER	SAME	WORSE
65.1%	24.6%	10.3%

2. How often do you work with your teacher in small groups?

A GREAT DEAL	A LITTLE BIT	NONE
70.6%	24.3%	5.1%

3. How often do you have to listen to things again that you already know?

SOMETIMES	OFTEN	NEVER
38.4%	11.2%	50.4%

QUESTIONNAIRE OF CHILDREN'S ATTITUDES TOWARD IGE (Continued)

4. If the teacher is busy with other students do you have other things to do to keep you busy?

SOMETIMES	OFTEN	NEVER
65.4%	24.5%	10.1%

5. How do you feel about changing classes?

LIKE IT	DISLIKE IT	DON'T CARE
73.8%	11.4%	14.8%

6. Do you feel like you are able to tell people (teachers) what you think about things?

SOMETIMES	OFTEN	NEVER
33.0%	62.7%	4.3%

7. How does the work you're doing this year compare to what you did last year?

MORE INTERESTING	ABOUT THE SAME	LESS INTERESTING
71.6%	19.5%	8.9%

It is evident by the percentage of positive scores that the objective has been met. One area of concern that this evaluative instrument has shown was that some students are having to listen to material that they have already mastered. This was an indication that we must do a more efficient job of regrouping.

A subjective evaluation by this writer in relation to this instrument is that the students in this school do seem to enjoy school much more than they ever have before. This hypothesis can be tested by a comparison of school attendance of this school year (1973-74) and last school year. The point of emphasis is that students who enjoy school, feel a part of the learning program and

achieve some success will have better school attendance.

ATTENDANCE REPORT

	1972-73 Boys	1973-74 Boys	1972-73 Girls	1973-74 Girls	1972-73 Total	73-74 Total
Average daily attendance	230.32	273.07	276.10	284.34	556.48	557.41
Average daily membership	307.52	289.21	302.62	303.31	610.14	592.52
Percent of attendance	91.18%	94.42%	91.24%	93.75%	91.21%	94.08%

There is some discrepancy in the comparison of the totals, because of the change in total enrollment of last year and this year. The percentage figures do indicate an increase in attendance which does indicate a positive hypothesis.

A major factor of consideration was that with the implementation of this program that not only would school attendance improve, as shown above, but that a substantial reduction (50%) would be evident in the amount of major discipline problems handled by the principal. In order to test this phase a comparative analysis has been done of the amount of major discipline problems handled by the principal over the past three years.

COMPARATIVE ANALYSIS OF MAJOR DISCIPLINE PROBLEMS

	1971-72	1972-73	1973-74
Total Enrollment	675	635	620
Total No. of Problems	28	17	14
Percent	4.14%	2.67%	2.25%

It is a part of the school philosophy that when children enjoy coming to school, when they are a part of the learning process and a co-creator of the learning environment they will show an increase in school attendance, and that there will be less major discipline problems. Children are the consumers of public education and must be listened to in order to have a total learning process.

One of the outgrowths of being a participant in an IGE school is that students demonstrate a more positive atmosphere about themselves as a person and as a learner. In order to test this, we gave a modification of the Virginia Affective Assessment Questionnaire. (See Appendix J for instrument) The stated objective was that IGE students will show a more favorable model response in affective areas as compared to a controlled group. There were two groups tested, one IGE and one controll. Students between the ages of 9-11 were randomly selected. The instrument not only measures model responses in the areas of self-esteem, inter-personal relationships, and self-to-school and classroom, but also measures responses in the area of self-to-teacher and so will be included in the evaluation. An independent T-test was used to evaluate this objective.

The chart which follows (Figure 2) indicates the test data. School A represents Bethlehem Elementary School, and School B represents the controll group.

As can be seen from the table in comparing school A and school B, none are significant. In the area of "Inter-personal relationships" school B's group scored higher as indicated by the negative T-test

score. The other three areas (self-to-teacher, self-to-school and classroom, and self-esteem) were not significant but were approaching it, indicating more favorable model responses in these areas for the IGE students, though strictly speaking, this part of the objective was not achieved, it very closely approximated it. The model responses for school A students are still highly positive on the average.

COMPARISON OF MODEL RESPONSES OF STUDENTS IN AFFECTIVE AREAS

Figure 2

Affective Area	IGE Group-N=151		Control Group	
	X	S.d.	X	S.d.
Inter-Personal Relationships	33.83	4.95	34.42	4.85
Self-to-Teacher	33.15	4.35	32.22	5.60
Self-to-School and Classroom	37.71	6.05	36.78	6.23
Self-Esteem	104.69	12.37	102.63	15.92

COMPARING GROUPS A & B

Inter-Personal Relationships	-1.05
Self-to-Teacher	1.43
Self-to-School and Classroom	1.32
Self-Esteem	1.26

The academic atmosphere of the calssroom must be such that students feel a certain awareness of not only themselves, but of others also. The positive or negative catalyst in the classroom is the teacher. A teacher in an IGE school is not only committed to the philosophy, but also to the humanization of the academic and social atmosphere. The students are the only true evaluate of their own classrooms. The objective was

(37)

established that at least 51% of those surveyed would indicate a positive statement. The survey was entitled the Classroom Climate Inventory (See Appendix K for sample) and was composed of 38 statements about their teacher and/or their classroom. The students have a choice of five responses, 1 (always true), 2 (true most of the time), 3 (true half of the time), 4 (seldom true), 5 (not true). The objective was, stated that 51% of those surveyed would make a positive response, therefore answers 1, 2, and 3 are considered a positive indication with answer 4 and 5 being a negative response.

CLASSROOM CLIMATE INVENTORY RESULTS

Items	1	2	3	4	5
1	34%	36%	12%	8%	10%
*2	14%	24%	26%	14%	22%
3	26%	14%	10%	6%	44%
4	23%	21%	12%	17%	27%
5	44%	28%	24%	2%	2%
6	60%	12%	12%	8%	8%
7	48%	22%	8%	14%	8%
8	26%	24%	28%	6%	16%
9	42%	26%	18%	7%	7%
10	32%	26%	8%	18%	16%
11	31%	29%	16%	18%	6%
12	52%	24%	14%	6%	4%
13	35%	23%	18%	12%	12%
14	32%	14%	10%	8%	36%
15	42%	20%	12%	4%	22%
*16	8%	12%	14%	29%	37%
17	37%	25%	15%	17%	6%
18	38%	38%	10%	6%	8%
*19	6%	12%	14%	20%	48%
20	45%	14%	17%	14%	10%
21	53%	17%	14%	8%	8%
22	42%	29%	15%	4%	10%
*23	18%	12%	21%	16%	33%
24	31%	21%	25%	10%	13%
25	27%	27%	18%	16%	12%
26	31%	28%	17%	13%	11%
*27	7%	7%	21%	26%	39%
28	36%	19%	17%	15%	13%
29	17%	20%	18%	28%	17%

CLASSROOM CLIMATE INVENTORY RESULTS (Continued)

30	37%	21%	17%	17%	8%
31	16%	18%	39%	16%	11%
32	33%	31%	19%	6%	11%
33	27%	21%	23%	15%	14%
34	69%	19%	4%	6%	2%
35	69%	11%	6%	2%	10%
*36	15%	15%	14%	25%	31%
37	40%	15%	15%	11%	19%
38	42%	17%	17%	13%	11%
Average Response					
	33.41%	24.25%	13.64%	12.55%	16.15%
39 I am a:		BOY--51%	GIRL--49%		

The responses would indicate that this objective was met, but one must look at the instrument and realize that some of the survey items were written negatively, therefore the statement of answer 1-3 being positive statements would not always be true. (The negative statements are starred on the previous chart.) There are some implications in the results that could indicate that the students did not always understand the question or that sometimes the classroom atmosphere is not as positive as it should be. This would be a reflection on our in-service.

The parental involvement and attitude toward this program is of vital importance. A great deal of time and effort has been taken in order to make parents aware of the IGE and the IMS program, its purposes and its outcomes. Initially there was some skepticism on the part of some, but through constant in-service work with parents the greatest majority of this doubt has been removed. If you refer to the In-Service Workshop Schedule you will see that to date a total of sixteen meetings have been held with parents who have children who attend this school. In addition to these meetings an IGE Parent

Advisory Committee composed of fifteen persons, met each month to discuss and evaluate common concerns. This will be discussed later in this chapter.

It was felt that for the initial year of operation that a reasonable objective would be that 65% of the parents who have children in the program would have basic knowledge of the program and that 80% of those responding to a questionnaire would have a positive attitude about the learning program.

An evaluation of the basic knowledge and attitude of parents having children participating in our IGE program was accomplished by using a twenty-one item questionnaire to measure both basic knowledge and attitude toward the program. (See Appendix L for instrument) The first twenty items were designed to determine knowledge of the program and the final items were designed to measure their attitude.

During the week of March 11, 1974, 433 questionnaires were distributed to the parents of which 385 were returned which represents a return percentage of 88.91. The first nineteen items could be answered by a yes, no or I don't know. Below is a summary of the results.

IGE PARENT OPINIONNAIRE

Item	YES	NO	I DON'T KNOW
1	73%	10%	18%
2	99%	½%	½%
3	9%	88%	3%
4	75%	10%	15%
5	13%	76%	11%
6	82%	17%	1%
7	62%	9%	29%
8	78%	16%	6%
9	79%	2%	19%

IGE PARENT OPINIONNAIRE (Continued)

10	63%	4%	34%
11	92%	5%	3%
12	65%	10%	25%
13	80%	4%	16%
14	92%	2%	6%
15	77%	1%	22%
16	30%	32%	38%
17	30%	32%	38%
18	80%	11%	9%
19	65%	28%	7%

Question 20 dealt with the use of the IMC (library).

Item	Regularly	Often	Sometimes	Seldom	Never
20	34%	32%	14%	15%	5%

From the results of this question it appears that the question was misleading.

Question 21 dealt with the attitude of the parent toward the program. The first two answers are considered positive and the final two are considered negative.

Item	Like it very much	Like it	It's Ok	Not too good	Don't like it
21	41%	39%	9%	7%	4%

In summary, the results of the Parents' Opinionnaire indicates that parents do have basic knowledge of the program and that those responding have a positive attitude toward the program. It appears that the objective has been met. It should also be noted that many parents took the time and effort to write special comments about the program and the school and for the most part were very positive with their comments.

There seems to be a strong relationship between parent participation and parental attitude with both contributing toward

the acceptance of the school and the school program. One of the major concerns of the program was that an all-out effort be made to get parental involvement in the school and in school community programs.

A log of parent participation and type of participation has been kept which indicates the numbers and type of activities in which the parents were involved.

SUMMARY OF PARENT PARTICIPATION-1973-74

Number of pupils	620	
Parents attendance at school meetings	1935	
Individual Parent Conferences	105	
Actual Participation by Parents in School Activities		
Field Trips	28	
Volunteer Work in Centers	31	hrs. per week
Planning and Advisory Work	60	
Parent Education and other	90	
Parent Involvement through home visits made by:		
Teacher and/or Principal	12	
Intern Principal	3	
Social Worker	18	
Nurse	26	

This chart indicates the interest and involvement of the parents in this program, but we have not yet reached our potential in parent volunteer workers nor have we achieved a satisfactory level in the area of home visits.

The IGE Parent Advisory Committee is a group composed of the principal, the unit teachers, and eight parents. The parents were chosen to represent the P-TA, all units, and a cross section of the

various housing areas that the school serves. This group has been exposed to a considerable amount of in-service training about the various programs that we are conducting. They also serve as a sounding board for new components or ideas that are proposed for the program and as a direct line of communication to the parents. One of the primary responsibilities of the parents in this group is to talk with friends and neighbors in order that we may more effectively coordinate our training programs designed for parents.

As an outgrowth of the IGE Parent Advisory Committee a survey for parents was developed to survey their thoughts about their childrens' achievement. The survey was divided into two parts. Part one ask the parent to react about how their childrens' achievement is this year in certain academic subjects and how they expect them to achieve next school year. Part two of the survey dwells in the area of homework with regard to actualities. The survey will only be meaningful if it is read in context with the cumulative totals; for that reason the survey totals are presented in their entirety.

QUESTIONS ABOUT ACHIEVEMENT

PART I	Almost Best In The Class	Very Good	About Average	Not So Good	Almost Poorest In The Class
1. How good is your child in Reading right now?	18%	29%	35%	12%	6%
2. How good do you think he/she can be in Reading next year?	29%	38%	30%	3%	0%

QUESTIONS ABOUT ACHIEVEMENT (Continued)

PART I	Almost Best In The Class	Very Good	About Average	Not So Good	Almost Poorest In The Class
3. How good is your child in Arithmetic right now?	12%	35%	38%	6%	9%
4. How good do you think he can be in Arithmetic next year?	42%	22%	34%	2%	0%
5. How good is your child in Social Studies right now?	9%	28%	39%	14%	10%
6. How good do you think he can be in Social Studies next year?	9%	37%	40%	9%	5%
7. How good is your child in Science right now?	11%	18%	45%	15%	11%
8. How good do you think he can be in Science next year?	14%	22%	41%	13%	8%
9. How good is your child in Spelling right now?	15%	12%	51%	12%	10%
10. How good do you think he can be in Spelling next year?	21%	18%	45%	9%	7%

QUESTIONS ABOUT ACHIEVEMENT (Continued)

PART I	Almost Best In The Class	Very Good	About Average	Not So Good	Almost Poorest In The Class
11. How good is your child in Talking in front of the class?	12%	17%	49%	12%	10%
12. How good do you think he can be Talking in front of the class next year?	13%	19%	52%	9%	7%
13. How good is your child in Sports right now?	12%	26%	54%	5%	3%
14. How good do you think he can be in Sports next year?	15%	29%	51%	5%	0%
15. How good is your child at Handwriting right now?	11%	25%	48%	9%	7%
16. How good do you think he can be in Handwriting next year?	12%	26%	50%	7%	5%
17. How do you think your child/ren are doing in school this year as compared to last year?	16%	38%	36%	6%	4%

QUESTIONS ABOUT ACHIEVEMENT (Continued)

PART II	Always	Most Of The Time	Some-times	Never
1. My child's homework is interesting to him?	18%	47%	18%	7%
2. My child should be able to do his homework by himself?	68%	15%	16%	1%
3. My child can do his homework by himself?	21%	63%	12%	4%
4. My child's homework should be checked in school?	94%	6%	0%	0%
5. My child's homework is checked in school?	100%	0%	0%	0%
6. My child's homework should give me some idea of what he is studying in school?	100%	0%	0%	0%
7. My child's homework does give me some idea of what he is studying in school?	89%	10%	1%	0%
8. Somebody at home should help my child with his homework?	4%	61%	35%	0%
9. Somebody at home does help my child with his homework?	35%	61%	4%	0%
10. My child should have a special place at home to do his homework?	91%	7%	2%	0%
11. My child does have a special place at home to do his homework?	72%	18%	10%	0%

QUESTIONS ABOUT ACHIEVEMENT (Continued)

PART II	Always	Most Of The Time	Sometimes	Never
12. My child's teacher should give him more homework in Reading?	76%	14%	6%	0%
13. My child's teacher usually gives him more homework in Reading?	65%	17%	18%	0%
14. My child's teacher should give him more homework in Spelling?	81%	18%	1%	0%
15. My child's teacher usually gives him more homework in Spelling?	78%	21%	1%	0%
16. My child's teacher should give him more homework in Mathematics?	84%	16%	0%	0%
17. My child's teacher usually gives him more homework in Mathematics?	12%	48%	38%	2%
18. The teacher and my child should work together to check his homework?	100%	0%	0%	0%
19. The teacher and my child do work together to check his homework?	78%	13%	8%	1%

The results of this survey were most interesting and provided a wealth of information for the staff in expanding the IGE program. It is interesting that most parents expect an improvement in the academic achievement of their children for the forth coming academic year. This could be a positive coorelation to their positive attitude about the program. One interesting element has eminated from the results and that is that parents still equate success or progress with

homework.

It should be noted at this point, that the school received a number of internal and external visitors during the 1973-74 school year. The internal have included teachers, principals and central office persons from within the system. The external visitors have for the most part been from surrounding school systems, but we have had some from as far away as Bolling Green, Kentucky. The response of these visitors seems to indicate that we have positive programs and have made great progress in the IGE structure.

The school year 1973-74 was one filled with frustration, hard work and gratification for many persons. The data that has preceeded gave us a sound foundation from which to launch our second year (1974-75) in IGE.

I question some of the data in that I feel that some of it was incorrect. I indicate this because we had a heavy turnover in our professional staff for the 1974-75 school year. As it has turned out the turnover was a positive move because our staff became stronger and much more objective in their attitudes. It is evident from a subjective point of view that the professional staff found the realization of our IGE-MUS-E school because, as will be seen in the next chapter, their analization of the needs of IGE became more open and professional. I feel the Hawthorne effect was evident in some of the initial data.

During the 1973-74 school year each staff member was given a set of the IGE outcome cards (See Appendix R). For the initial years (1973-75) these were used only as a guide for each individual teacher and his/her unit but one of the objectives for the 1975-76 school year is to monitor

the use of the cards so as to more effectively utilize their potential.

One of the long standing objectives of any school that attempts "pilot" projects is to generate positive publicity. We have attempted this from many points of reference. We used our unit meetings with parents and our advisory committee as one avenue; second we developed and distributed a brochure about the school and its program (See Appendix N); thirdly we developed a monthly IGE newsletter that was sent to our parents, school officials, IGE league officials and other interested parties (See Appendix O for sample letter); fourth many presentations or discussions were held with civil organizations such as women's clubs and college classes at a local university, and presently we are attempting to get a full issue of the local school's system magazine devoted to IGE.

In an effort to emphasize our findings about children and how their accomplishments were important we developed a "Happygram" which was given to students by teachers, administrators or any school personnel when they felt the students had accomplished something positive for the day, week or month. (See Appendix P for sample) We have felt that this was a positive venture on our part and it has been most rewarding to witness the reaction of students as they received the "Happygram". We also recognize each and every student on his birthday (12 months of the year) with a birthday card (See Appendix Q for sample). The students seemed to feel really proud to receive a personal birthday card from his/her principal and teacher.

Home-school communication is a vital element in any school but we feel that it was especially essential to us. To encourage this

communication and also in an effort to monitor what type of communication was taking place each teacher had a public relation folder that he/she kept and turned in at the end of each month. (See Appendix R for sample) There was no formal evaluation of this procedure but subjectively I see this as positive growth for this school. A number of teachers made home visits on a regular bases and this established a positive foundation for the school. As a result of these actions we definitely increased the number of parent-teacher-student conferences.

CHAPTER II.

During the spring and summer of 1974 teachers and administrators worked to develop a set of realistic objectives for the 1974-75 school year. Below are listed these objectives with their respective method of evaluation.

A. Product performance
   1. A minimum of 5% expectancy gain in skill areas of reading and math for students 6-12. Measured by SRA Achievement Test.

   2. A minimum of 50% of students age 5 who have been in the program at least nine months will register significant gains in the area of self-concept and motivation. Measured by the SCAMIN.

   3. Students ages 9-12, at the conclusion of the school year, will show significant positive attitudes in the affectives areas of self-esteem, citizenship, interpersonal relationships, and self-discipline. Measured by SCAMIN.

B. Pupil product
   1. A minimum of 10% of all students ages 10-12 by October 1, 1974 will by May 30, 1975 meet therrequirements for earning the Presidential Physical Fitness Award. Evaluation based on National Norms developed by President's

Council on Physical Fitness.

C. Teacher Product
   1. A minimum of 65% of the teachers who have been in the program for two years will give evidence of a positive attitude toward the program. Evaluation by the Bethlehem IGE-MUS-E Teacher Opinionnaire.

   2. A minimum of 65% of teachers who have been in the program for at least 18 months will give evidence (80% success on observation scale) of carrying out the purposes and methodologies of the program. Evaluation by use of an administrative observation scale.

D. Operational Process
   1. All teachers in the program will submit a minimum of two learning centers per six weeks to be presented for review by a designated faculty member(s). Evaluation based on the use of criteria of acceptability of learning center.

   2. A minimum of three extension centers will show positive gains in structure and management of the goals of the learning program. Evaluation based on observation by two external evaluators who are familiar with the IGE program.

E. Management Process
   1. The administrative will conduct effective in-service programs during the 1974-75 school year to prepare teachers. Effective training will be assessed by teachers via the In-Service Observation Rating Scale with a minimum of 51% adjudicating favorably.

   2. When evaluated by the teachers at the end of the year, the administration will be rated by no less than 51% of the respondents as being primarily concerned about instruction of students and those areas supportive of instruction. To be evaluated by the Teacher's Perceptual and Opinionnaire Form.

Product Performance--Objective 1--Achievement in Reading and Mathematics

One of the major objectives of our program for the 1974-75

school year was to use individualized instructional methods to improve the achievement level of students in the cognitive areas of mathematics and reading. The hypothesis of this objective was that 5% of the students ages 6-12 would make gains in the academic areas --as compared to the 1973-74 test scores.

The original conception was that all students would be given the SRA achievement test but due to financial reasons this was limited to those students in what would be classified as grades four and six.

The chart below is a summary of the socres for those students who did participate in the SRA testing program. It should be noted that a small percentage of those tested have been involved in IGE less than one year or in the case of 1974-75 school year, less than three months.

SUMMARY OF READING AND MATH ACHIEVEMENT

	1973-74	1974-75
Number of students tested	165	166
Number of students achieving at or above G.E. (Reading)	66	48
Percentage of students achieving at or above G.E. (Reading)	40.0%	30.2%
Number of students achieving at or above G.E. (Math)	64	71
Percentage of students achieving at or above G.E. (Math)	38.7%	42.7%
Difference between the percentage of 1973-74 students and 1974-75 students achieving at or above G.E.	READING -9.8%	MATH +4.0%

On the basis of this information we did not meet the objective.

There are several facors that must be considered in this regression. One is the fact that the SRA test is a group test with norm standards whereas our program is criterion based. The second factor is that these tests are given within the first few months of school and therefore do not reflect actual growth. The third factor is that expectancy levels do not enter into the normalization of scores.

We are in the process of working with the department of research for this school system on developing an instrument that would give us expectancy scores on all of our students. This would give us a more realistic picture of our pupil performance.

Regardless of the reasons, on the bases of this one instrument, the objective was not met and therefore it was reinstituted as a top priority of the 1975-76 school year.

The State Department of Education for the Commonwealth of Virginia initiated a program called the Supplemental Skills Developmental Program (SSDP). This program was geared to those students with the greatest disparity between the SRA and STEA scores on the state testing program. Bethlehem Elementary School had thirteen fifth grade students who were identified to participate in the program for the 1974-75 school year based on their 1973-74 SRA test scores.

Each student was given the Westinghouse Assessment inventory in reading and math in October of 1974. A profile was developed on each student and a list of learning objectives established for each student. The program called for each student to receive additional reading experiences four days a week. These students were aided by the use of the Fountain Valley Teacher Support System in Reading

(all our students use this) and the Individualized Mathematics System (most of our students use this). In May of 1975 each of these students were given a post test to determine gains. The chart below shows the individual school gains as compared to the total county gains.

SSDP 1974-75 PRE AND POST TESTS ANALYSIS

	Percent of Objectives Mastered			
	READING		MATH	
	Pre Test	Post Test	Pre Test	Post Test
A	35.94	69.89	42.17	78.00
		Gain=33.95		Gain=35.83
B	46.89	76.76	51.85	84.13
		Gain=29.87		Gain=32.28

KEY-A--Bethlehem Elementary School

B--Total County

Bethlehem Elementary School had the highest total gain as compared to the total system. This does not refute the SRA scores of 1974-75 but it does indicate that students are learning in this particular situation.

Since this method had been so successful we incorporated the instruction objectives approach into our mathematics program. This local school system gives a pre and post test in mathematical computation. Based on the September, 1975 pre test data instructional objectives were written for each year level and incorporated into the mathematics program. The local system's mathematics computation pre and post test will be discussed later in this report.

These students were assessed by the use of the Westinghouse Assessment Survey developed in 1974 for the State of Virginia, the local school system math computation test (based on SRA) and pre data was amassed from the previous year's SRA scores and the IGE placement tests.

The test result indicates that all students made gains when compared to pre data although some gains were more substantial than others. This does not indicate that IMS is good for all students but it does indicate that positive strides are being formulated in our particular situation.

Objective 2

The goal of objective 2 was to register gains in self-concept and motivation for our students age 5 who had been in the program at least nine months. The instrument used to evaluate these affective areas was the SCAMIN which requires the student to respond to questions that reflect positive and negative attitudes in the areas of goal and achievement, failure avoidance, role expectation, and self-adequacy by choosing between two faces (one happy and one sad). (See Appendix S)

The following data is a list of the national norms for each component of the SCAMIN (grade 1).

STANINE	GAN	FA	RE	SA
9 (High)	30	28-30	29-30	30
8	29	27	26-28	29
7	28	26	25	27-28
6	27	25	24	26
5 (Medium)	26	24	22-23	24-25

(5S)

SCAMIN (Continued)

STANINE	GAN	FA	RE	SA
4	25	23	21	22-23
3	23-24	22	20	20-21
2	22	17-21	19	18-19
1 (Low)	6-21	6-16	6-18	6-17

STANINE EQUIVALENTS OF MEAN SCORES ON SCAMIN

Bethlehem Elementary

Grade	GAN	FA	MOT	RE	SA	SC
1	5.5	.4	.5	.5	.5	.5

It is evident that our 5 and 6 year olds clustered at the national norm on this particular inventory. This indicates that positive gains are being made in the objective development of the students at the levels who participate in the IGE experience.

Objective 3

The purpose of this objective was to show significant positive attitudes in the affective areas of self-esteem, citizenship, interpersonal relationships and self-discription as measured by the SCAMIN for those students who fall within the age range of 9-12.

The following data is a list of national norms for each component of the SCAMIN.

	MOTIVATION			SELF-CONCEPT			
	Achievement Needs		Achievement Investment	Role Expectations		Self-Adequacy	
Grades:	3	4-5	3-4-5	3	4-5	3	4-5
Stanine							
9 (High)	59-60	57-60	55-60	58-60	54-60	55-60	52-60
8	57-58	55-56	53-54	53-57	50-53	51-54	48-51
7	55-56	52-54	51-52	50-52	47-49	48-50	45-47
6	53-54	50-51	49-50	47-49	45-46	44-47	43-44
5 (Medium)	50-52	48-49	46-48	45-46	43-44	41-43	39-42
4	47-49	45-47	43-45	42-44	40-42	38-40	37-38
3	45-46	43-44	39-42	39-41	38-39	36-37	33-36
2	41-44	41-42	34-38	34-38	34-37	33-35	31-32
1 (Low)	12-40		12-33	12-33		12-32	12-30

STANINE EQUIVALENTS OF MEAN SCORES ON SCAMIN

Bethlehem Elementary

Grade	GAN	FA	MOT	RE	SA	SC
2	5.5	5	5	5	6	6
3	5	6	5	4	4	4
4	7	6	6	6	3	5
5	6	7	6	6	5	6

The results would indicate that in the areas of motivation and self-concept that the students in our ICE school scored at or above the mean of the norming population on both of these indicators. For grades three through five an additional component was evaluated, the students' perceptions of sources of school support climate such as parents, teachers, peers, the academic climate in the school and the school climate in general. When compared with the norming

population, the students at Bethlehem Elementary School scored in the top 25% in their perceptions of each of the sources of support climate. These results indicate that this objective has been met.

Pupil Product--Objective 1

Objective 1 under this category indicates that when evaluated by criteria for determining the Presidential Physical Fitness Award, a minimum of 10% of all students between the ages of 10-12 will meet the requirements and receive the Presidential Award.

PHYSICAL FITNESS AWARDS

Year	Number Tested	Number Receiving Award	Percentage Receiving Award
1973-74	196	17	9%
1974-75	176	42	24%

1975-76 This is an objective for the 1975-76 school year but these test are not given until May of 1976.

The chart above indicated that the students tested exceeded this objective by 15%. It is interesting to note that when compared to the previous year, the number of award recipients more than doubled. (See Appendix T for instrument)

Teacher Product--Objective 1

This objective is of primary importance in a program such as IGE. The objective was stated so as to indicate that a minimum of 65% of the teachers who have been in the program for a period of two years would give evidence of a positive attitude toward the program. Evaluations of this objective was obtained through the use of the Bethlehem IGE-MUS-E Teacher Opinionnaire. (See Appendix E)

RESPONSES AND SCORING KEY

N=15

	1	2	3	4		1	2	3	4
1	10	5	0	0		4	3	2	1
2	10	4	1	0		4	3	2	1
3	10	4	1	0		4	3	2	1
4	10	5	0	0		4	3	2	1
5	6	6	2	1		4	3	2	1
6	11	3	1	0		4	3	2	1
7	1	6	7	1		1	2	3	4
8	6	6	3	0		4	3	2	1
9	6	5	4	0		4	3	2	1
10	4	8	3	0		4	3	2	1
11	13	1	1	0		4	3	2	1
12	10	4	1	0		4	3	2	1
13	8	7	0	0		4	3	2	1
14	7	7	1	0		4	3	2	1

The scoring key on the chart above indicates that the best possible score is a "one". It should be noted that the "one" is not always in the same place. In a categorization and summarization of the chart we see that columns 1 and 2 are considered positive responses.

SUMMARY OF RESPONSES BY CATEGORY

	1	2	3	4	Total
Frequency	112	71	25	2	210
Percent	53.3	33.8	11.9	1.0	100%
		87.1		12.9	

The 87.1% is in compliance with the objective therefore the objective was accomplished. It appears that several persons have negative feeling about their work here. This will be borne out but the data compiled by the department of research for this school system. This data will be presented later in this report.

Objective 2

This objective was identified so as to gain evidence that the purposes and methodologies of the program were being carried out. The objective states that a minimum of 65% of those teachers who have been in the program for at least 18 months will give evidence (80% success on the observation scale) that these purposes and methodologies are being carried out in this school. (See Appendix F for instrument)

The assistant principal administered an observational checklist which included ten items on each of the following project programs: Individually Guided Education and Individualized Mathematics Syster. The Fountain Valley Teacher Support System in Reading was not included because it had not been fully implemented.

Each teacher who had been in the program for the stated period of time was observed and rated. The teacher observation scale uses a four-point rating system with a one or two considered to be positive and a three or four response as negative. In order for a teacher to be qualified as successful, 80% of the responses would have to be positive, there were fifteen teachers observed and rated.

A tabulation of the results indicated that 13 or 90% of those teachers observed rated 80% or better on the indicator. The objective of 65% of the teachers with a score of 80% or better was exceeded by

the teachers in the program.

Operational Process--Objective 1

The objective stated that all teachers would submit a minimum of two learning centers per six weeks and they would be reviewed by a designated faculty member(s).

The review committee was selected by each individual unit. The review committee had as its evalaution guide the Lynchburg Model of Acceptability. (See Appendix D)

A total of 154 learning centers were submitted and utilized with some of them being questionable. Nevertheless this indicated that 60% of the staff fulfilled this objective. Those modules that have proven to be successful with children have been laminated and a library developed for the storage and cataloging of these.

Objective 2

This objective relates to the previous one in that it is the practical application of the learning centers. The objective states that a minimum of three extension centers (out of a total of four) would show positive gains in structure and management of the goals of the learning program.

It should be explained at this point that extension centers are a vital part of any IGE program. The extension center usually is located in a separate room although it is possible to utilize the philosophy with the centers located within the instructional classroom. Students utilize extension centers in a supervised atmosphere whereby they, through a management system are able to further develop previously acquired skills, practice recently acquired concepts or do leadups or

followup activities that a classroom teacher desires.

The evaluation of this objective was a part of the total evaluation conducted by the department of research of this school division. This specific objective was evaluated by two external evaluators whose primary responsbility was to evaluate each unit in so far as they were carrying out the purpose and methodologies of IGE. The observers conducted their observations on separate days and used an observation rating scale composed of 18 items. The items were ranked from 1 to 5 with 1 being negative and five being positive. It was predetermined by the research department that a score of 3.0 was a level that was satisfactory for an IGE school that had only been in operation for approximately two years (See Appendix V for instrument and question 6 is applicable to this objective)

IGE UNIT OBSERVATION SUMMARY

Units	I	II	III	IV	School Average
Question 6	5.0	2.0	3.0	4.0	3.50

It can be seen from the scale above that three out of the four units had extension centers in operation that progressed in a positive manner therefore the objective was met. It is interesting to note that the unit that had the largest turn over in teachers from the previous year received the lowest rating in the observation.

Management Process--Objective 1

One of the key elements of IGE is that adequate in-service programs are conducted for the teachers. This objective states that the administration will conduct effective in-service programs during the 1974-75 school. Effective training was assessed by teachers via

the In-Service Observational Rating Scale with a minimum of 51% adjudicating favorably. (See Appendix D for the instrument)

Before the data from this survey is presented it is essential to provide the necessary information regarding the in-service programs. The following chart will provide this information.

The local school division provides four in-service days during the school term. IGE schools were given the opportunity to provide their own in-service training on these days in lou of the county planned ones. Below is a listing of how these days were utilized with the two IGE faculties.

I. November 1, 1974

Teachers were able to choose three out of the five sessions. Each was conducted by practitioners who were experienced in the related fields.
A. Individualizing the Physical Education Activities
B. IMS and how to individualize seminars
C. Developing Learning Centers
D. Reading problems--emphasis on diagnosing and prescribing

II. January 21, 1975

Both IGE schools met to work on lead teacher roles in the IGE program. A film was shown on the techniques of brain storming and then the group divided into small work groups to discuss and bring back to the total group ideas related to the topic "How can the lead teacher bring about change"? This session was conducted by this practitioner.

III. March 12, 1975

The IGE facilitator for the University of Virginia met with the faculties of both IGE schools to discuss the flaws of IGE as he saw it from the standpoint of a parent and from a professional standpoint. This session was followed by common units from each school meeting to show ideas and materials.

IV. May 7, 1975

A staff member from the Math-Science Center provided a workshop on the Geometry strand of the IMS program. He also presented some activities and games that would improve computational skills in math. The second session was conducted by the lead math teachers. They worked on ways to improve math seminars and also improving the use of the IMS materials.

Each unit in this IGE school meets for a minimum of three hours per week after school to plan, define objectives, discuss students and have in-service workshops conducted by lead teachers relating to academic subjects. These sessions will not be included in the chart that follows. Each Thursday the IIC meets for 1½ hours to discuss objectives, review new materials and discuss common problems. This is an open meeting and can be attended by any teacher.

OTHER IN-SERVICE WORKSHOPS OR IGE RELATED ACTIVITIES

A. Indicates in-service conducted by principal
B. Indicates in-service conducted by University of Virginia
C. Indicates in-service conducted by Unit Leaders
D. Indicates in-service conducted by Central Office Personnel

Date	Subject	Participants	Leader
8/14/74	School wide objective	Unit Leaders	A
8/20,21/74	IGE What Now! the second year	Unit Leader & Administrators	B
8/27/74	IGE and You	Teachers	A
8/28/74	Establishing Objectives	Teachers	A
8/29/74	How do we improve?	Teachers	A
8/29/74	Organization	Teachers	C
9/10/74	Teacher Evaluations	Teachers	A
9/19/74	Back to school with IGE	Parents	A & C

WORKSHOPS AND ACTIVITIES (Continued)

9/13/74	County Evaluation of IGE	Administrators	D
9/23/74	Organization of County Committee and review committment with U. VA	Unit Leaders & Administrators	A,B, & D
10/01/74	IGE Report Card	Administrators & Unit Leaders	D
10/15/74	Initial Budget Making for 1975-76	Unit Leaders & Administrators	D
10/14-16/74	AIGE Convention in Chicago	IGE Administrators	--
10/18/74	Coffee for Central Office Personnel and School Board	All Staff Members & County Officials	A
10/19/74	Early Intervention	Unit I and L.D. Teacher	A,C
10/21/74	County Committee Discussion of AIGE Convention in Chicago	Administrators & County Officials	A,D
10/21/74	Reading in Henrico County	Administrators	D
10/22/74	Social Services' Workshop	Lead S.S. Teacher	B
11/03/74	Discipline	Unit IV	A
11/05/74	Reporting System	Unit IV	A
11/21/74	Students on Developing Attitudes	Parents	D
12/06/74	County IGE Committee	Unit Leaders & Administrators	D
12/18/74	Visit by Elementary Principals attending State Elementary Conference	--	A
1/05/75	Visit by Central Office Personnel	--	A
1/29/75	County Evaluation	Teachers	D
2/18/75	Let's Get Organized--Way to Individualize IMS	Selected Teachers	Educational Consulting Associate
2/24/75	County IGE Committee	Unit Leaders & Administrators	A,B, & D

WORKSHOPS AND ACTIVITIES (Continued)

3/5/75	Fountain Valley Reading System	Teachers	C
3/11/75	Clu[illegible]in conference on Establishing st[illegible]ce IGE network	Administrators	B
3/14/75	Teachers take IGE opinion survey	Teachers	D
3/19/75	Developing positive attitudes	Teachers	A
4/9/75	Teacher Observation Scale	Teachers	A,D
4/18/75	Results of Opinion Survey	Unit Leaders Administrators	D
4/22/75	Fountain Valley Reading System	Teachers	C
4/28/75	County IGE Committee	Administrators Unit Leaders	A,B,D
5/13/75	How do our students stand up in the middle school?	Teachers	Middle School Principal
5/19/75	State IGE Coordinating Council	Administrators	B
5/20/75	Film on Parent Involvement & County Evaluation Results	Teachers	A,D
5/29/75	Establishing New Units for 75-76	Teachers	A
6/4/75	Objectives of 1975-76	New Unit Leaders	A
6/5/75	County IGE Committee & Review IGE Committee with U. VA	Unit Leaders Administrators	A,B,D

The unit meeting with parents were not held during the 1974-75 school year because of a conflict with the Parent-Teacher Association but they were renewed for the school year 1975-76.

The evaluation of this objective,was accomplished via the use of a 40 item questionnaire (See Appendix B), there were 32 participants in the evaluation. The projected 51% favorable response was surpassed

by a substancial margin as is substanciated in the chart below.

WORKSHOP EVALUATION--ITEMS 1-25

	Most Favorable	Favorable	Neutral	Unfavorable	Most Unfavorable
No. of Responses	148	524	125	41	5
Percent of Responses	16.4%	62.10%	14.8%	6.2%	.51%

WORKSHOP EVALUATION--ITEMS 26-31 and 36 & 37

	A	B	C	D
Total	87	128	26	15
Percent	32.08%	51%	10.15%	5.8%

The A or B responses by the evaluation was considered to be a positive response with a response of C or D as a negative response. The majority of responses are in the positive columns with 83.08% indicating a positive position.

WORKSHOP EVALUATION--ITEMS 32-35

Item	A	B	C
32	23	--	9
33	27	--	5
34	27	1	4
35	6	25	1

Item 32 indicates an approximate 2 to 1 split in the area of methodologies. Item 33 substanciates the total objective when approximately 84% indicated they would participate again.

The totals amassed by the workshop evaluation form indicates that the objective has been met by a substancial margin. A program of this nature is more effective when teachers are afforded the in-service

training that they desire. It would appear in a review of the data on workshop evaluations for the past two years that we are providing positive in-service and it is meeting most of the needs of the teachers.

Objective 2

This objective reveals that the administration will be evaluated by the teachers as to their being primarily concerned about instruction of students and those areas supportive of instruction. In order to meet this objective 51% of those completing the Teacher Perceptual and Opinionnaire Form (See Appendix W) would respond positively.

RESPONSES AND SCORING KEY

N=30

	1	2	3	4	1	2	3	4
1	1	22	8	X	1	2	3	X
2	0	6	24	X	1	2	3	X
3	0	6	24	X	1	2	3	X
4	10	13	7	X	1	2	3	X
5	0	12	18	X	1	2	3	X
6	0	1	29	X	1	2	3	X
7	0	1	29	X	1	2	3	X
8	0	2	28	X	1	2	3	X
9	0	21	9	X	1	2	3	X
10	1	5	24	X	1	2	3	X
11	0	12	18	X	1	3	1	X
12	25	5	0	X	-	-	-	-
13	1	4	25	0	1	2	3	2
14	28	2	0	X	3	2	1	X

RESPONSES AND SCORING KEY (Continued)

	1	2	3	4	1	2	3	4
15	28	2	0	0	3	2	2	1
16	26	3	1	0	3	2	1	1
17	8	2	20	X	3	1	1	X

The scoring key indicates that the best possible score, a "three", is not always in the same place on the multiple choice items. In a categorization and summation of the responses, it is seen that of all responses, 52.32% are in compliance with this objective and if we include the neutral compliance responses (a score of 2) we have 77.51%.

SUMMARY OF RESPONSES

Number of Responses by Category

	1	2	3	Total
Frequency	116	130	270	516
Percent	22.49%	25.19%	52.32%	100%

It is necessary to look at how each of the respondents answered the opinionnaire in order to determine if this objective had been met. Since a perfect score was 48, with a score of 3 on any item being interpreted as total compliance and a score of 2 as being in partial compliance on the opinionnaire, the administration decided that anyone with a score that averaged over 2 per item (i.e. a total score of 32) would imply that the administration was primarily concerned about instruction and supportive areas of instruction. Of the 30 teachers completing the opinionnaire, only 2 had scores of 32 or less. This indicates that better than 90% of the teachers felt that the administration was concerned with instruction

and supportive areas. This objective of 51% was far exceeded.

A log of parent participation and the type of participation was kept for the 1974-75 school year as a follow-up from the previous school year.

SUMMARY OF PARENT PARTICIPATION	1974-75
Number of Pupils	560
1. Parents attendance at school meetings	2,141
2. Individual Parent Conferences	184
3. Actual Participation by Parents in School Activities:	
A. Field Trips	51
B. Volunteer work in centers	28 hrs. per week
C. Planning and advisory work	38
D. Parent educators and others	76
4. Parent Involvement through home visits made by:	
A. Teacher and/or principal	21
B. Assistant principal	8
C. Social worker	34
D. Nurse	42

We have a great deal of parent involvement in many aspects of the school program but we have yet to reach a satisfactory level of attainment in several areas.

The department of research of this local school division in conjunction with each IGE school in the system conducted a very extensive interim evaluation of the IGE schools. The results of the evaluation was presented to the local school board on August 21, 1975. The report covered four general areas:

1. The responses of IGE teachers as compared to a random sample of non-IGE teachers toward eight IGE concepts and one tradition concept of education.

2. Results of IGE students, grades one through five, on a self-concept and motivation scale.

3. Direct observation of the IGE units by external evaluaters.

4. The results from a parent questionnaire

Each of these general areas will be considered seperately.

Teacher Attitudes Toward IGE Concepts

IGE attempts to utilize a variety of instructional approaches, significant emphasis is placed in areas such as; team teaching, individualized instruction, multi-aged instruction, defined objectives, and continuous progress. This evaluation attemtped to ascertain the attitudes of both IGE and non-IGE teachers toward these concepts, and to the additional concept of the self-contained classroom. Teachers' attitudes toward these concepts were evaluated in four catageries; commitment, evaluation, practicability, and utilization of the particular concept.

The results from this instrument indicate that the IGE teachers see these concepts in a more positive light than do the non-IGE teachers. This indicates that the IGE teachers are more generally committed to these concepts, see them as more beneficial to the instructional program, and tend to have utilized them in their school instructional program to a greater degree than their non-IGE counterparts. The one concept which the non-IGE teachers responded to much more favorably than the IGE teachers was the self-contained classrooms.

The most consistent results obtained from this instrument was the degree to which both groups of teachers saw the implementation of these concepts, with the exception of the self-contained classrooms, as being both complex and difficult. The concept which clearly stood out

as being perceived as the most difficult to implement was individualized instruction.

The graphic descriptions to follow are the mean responses of each group of teachers on each of the dimensions of the nine IGE concepts. The dimensions used as scales attempted to ascertain teacher attitudes toward four general areas for each concept:

1. Commitment to the concept; as illustrated by the dimensions of untimely--timely, unimportant--important, and skeptical--believing.

2. Evaluation of the concept; as illustrated by the dimensions of regressive--progressive, harmful--beneficial, and inferior--superior.

3. Practicability of the concept; as illustrated by the dimensions of chaotic--ordered, simple--complex, and difficult--easy.

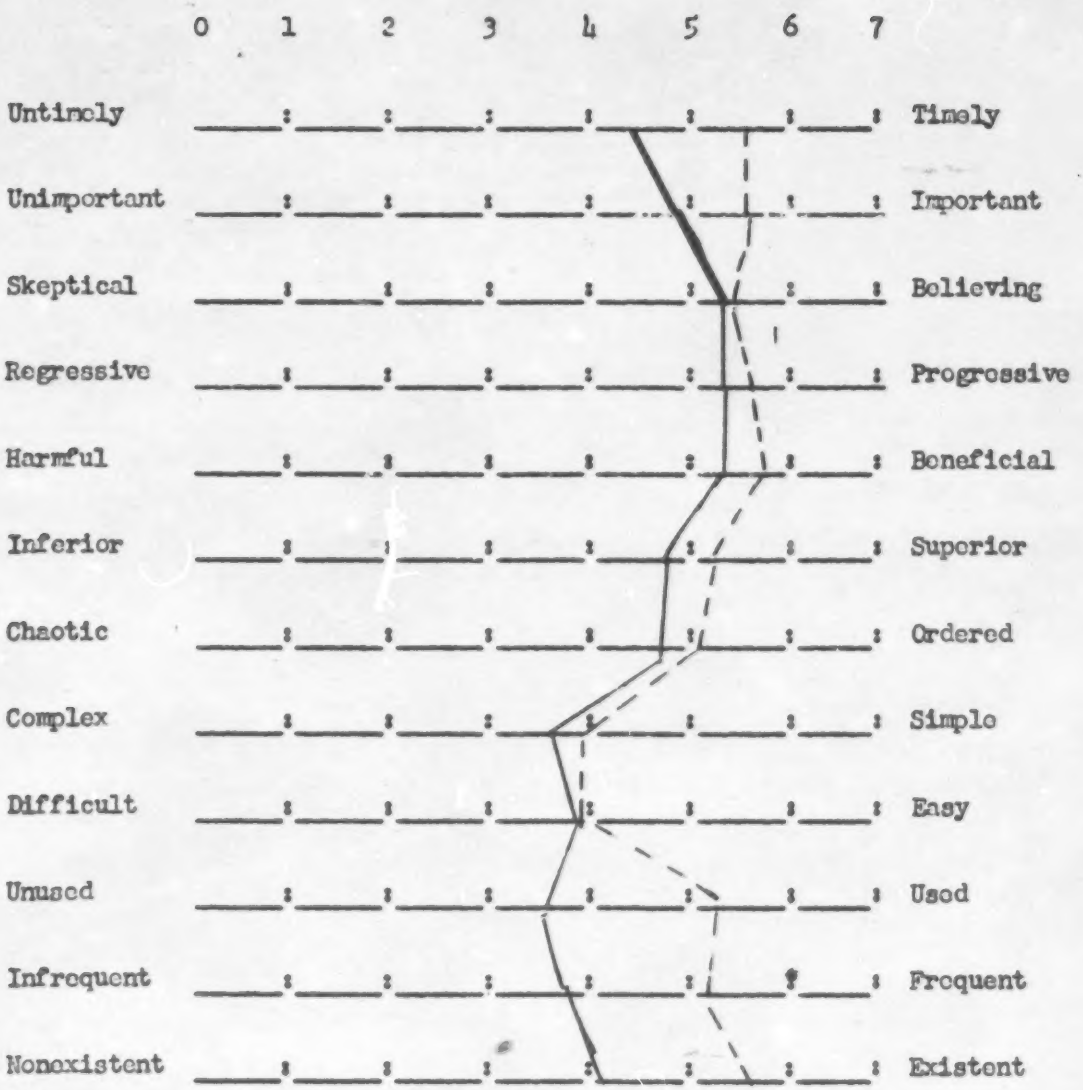
4. Utilization of the concept; as illustrated by the dimensions of unused--used, infrequent--frequent, and nonexistent--existent.

The nine graphs follow.

Key: ____=Control Teachers

-----=Bethlehem Teachers

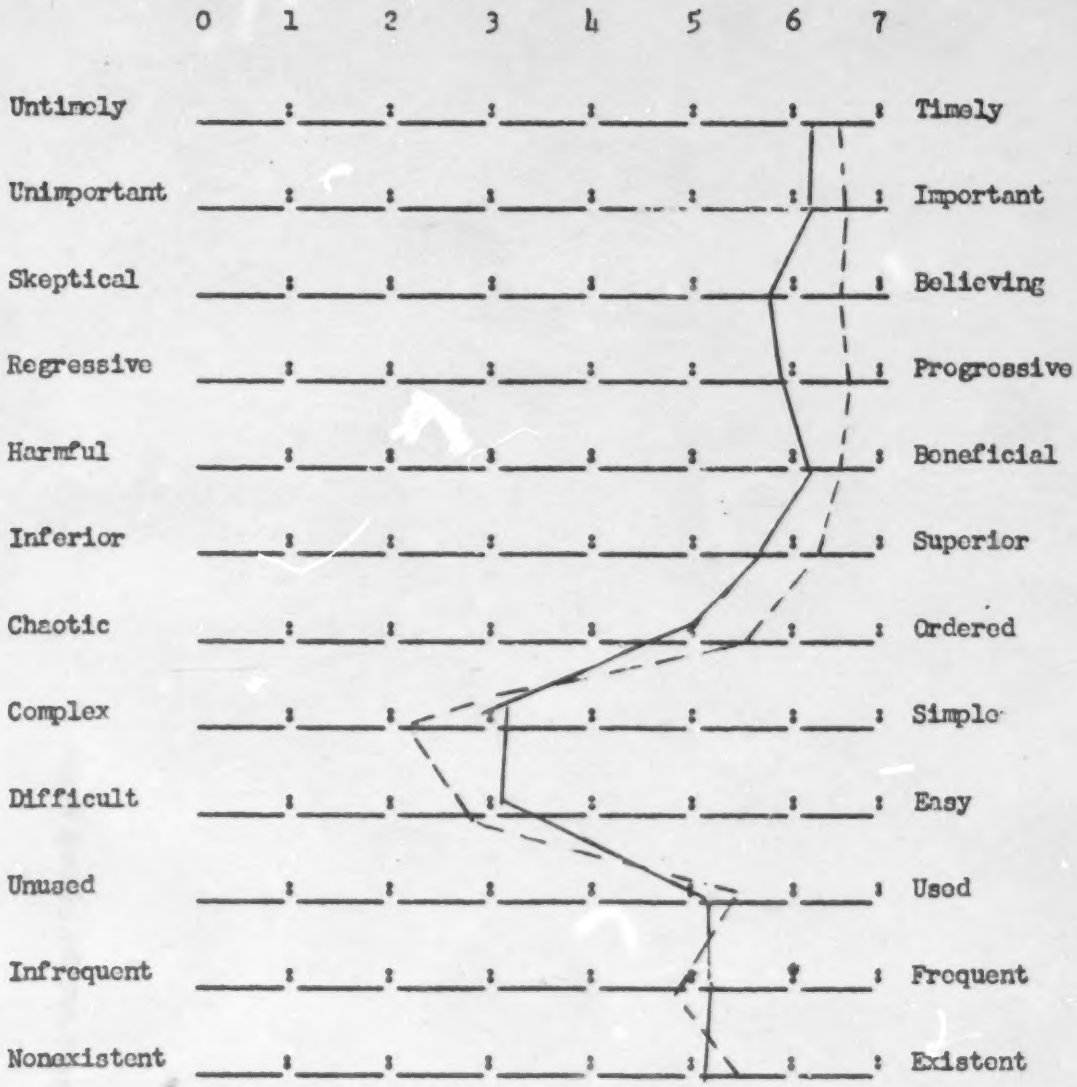
I. TEAM TEACHING



Key: _____=Control Teachers

------=Bethlehem Teachers

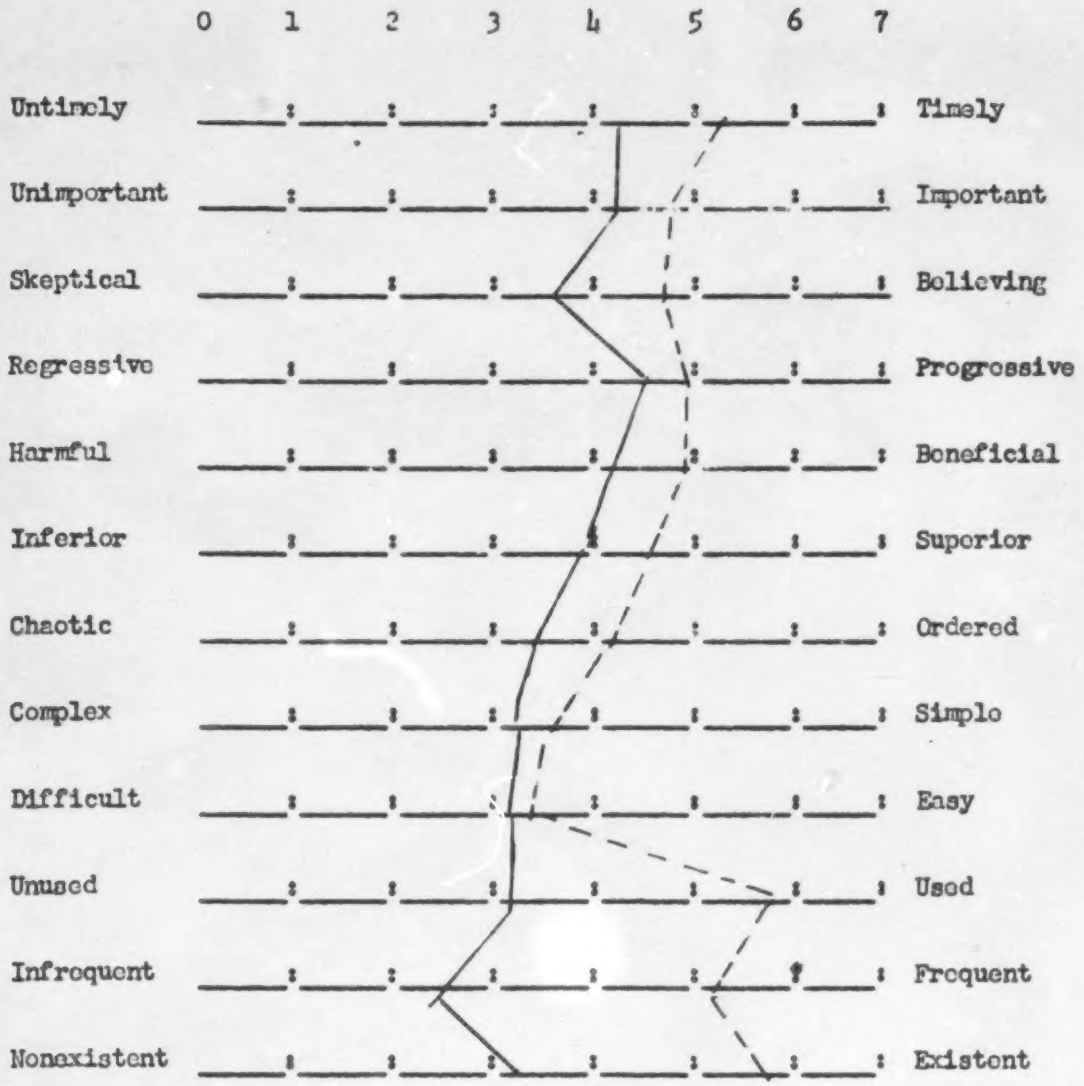
II. INDIVIDUALIZED INSTRUCTION



Key: _____=Control Teachers

-----=Bethlehem Teachers

III. MULTI-AGED GROUPING

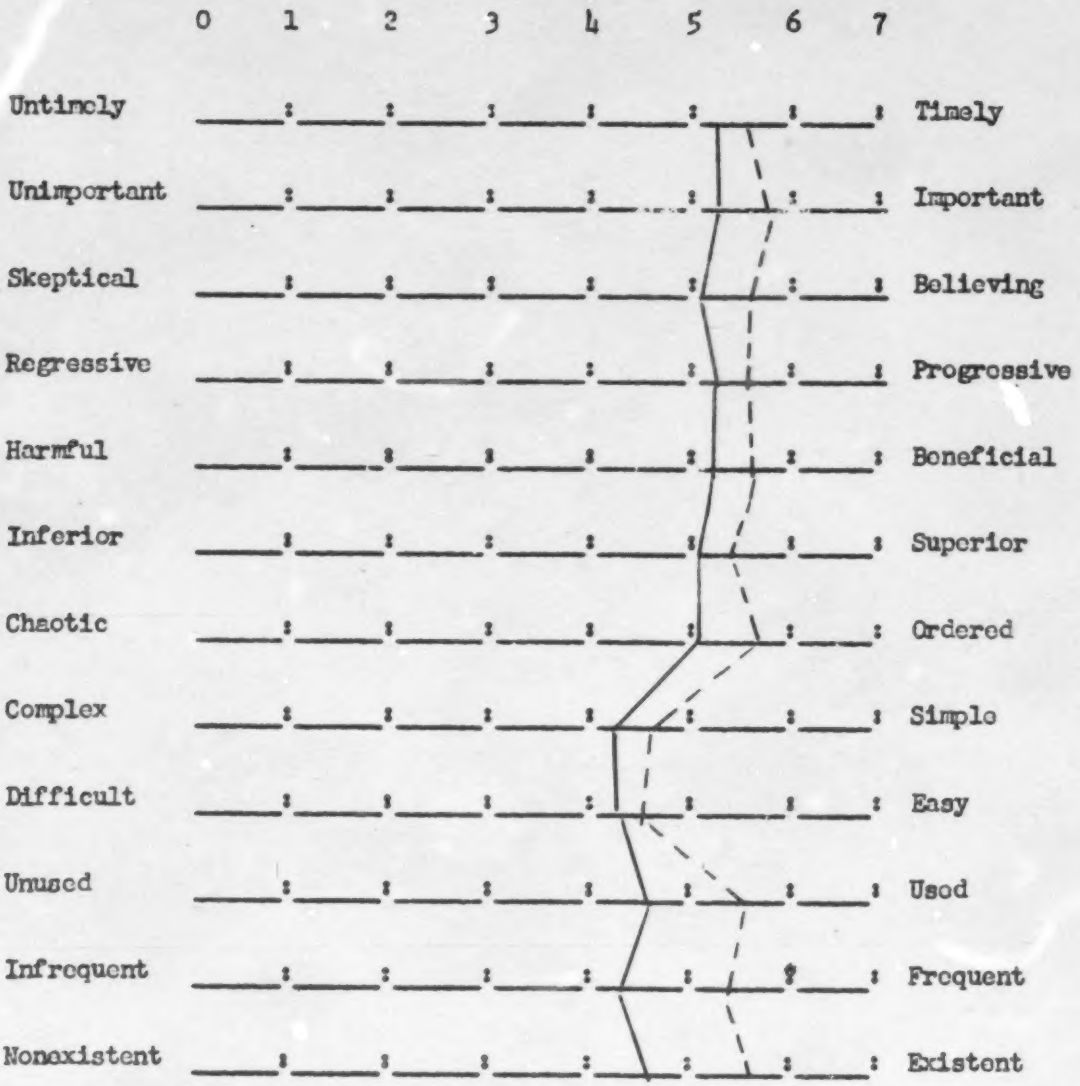


(75)

Key: _____=Control Teachers

-----=Bethlehem Teachers

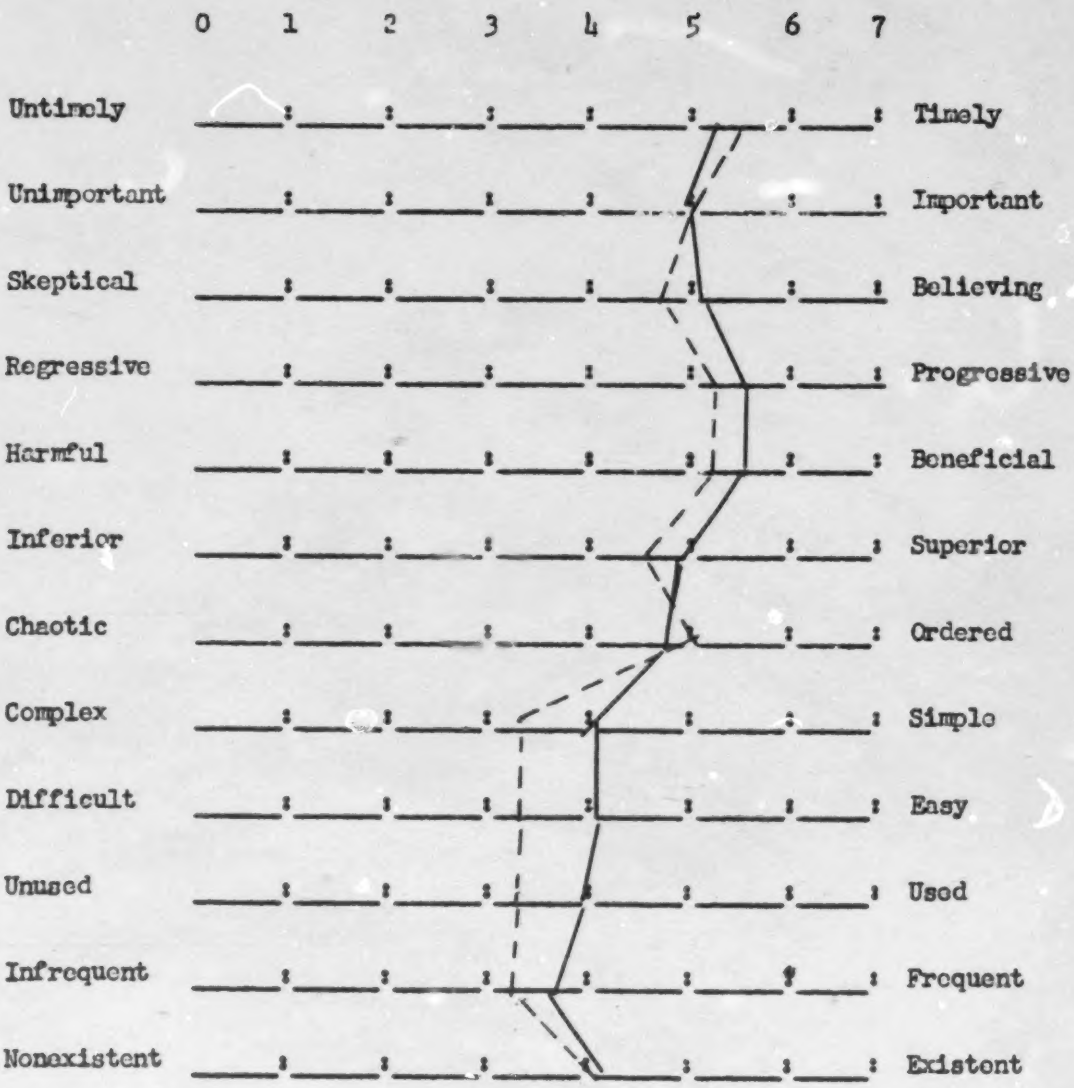
IV. CRITERION-REFERENCES TESTING



Key: _____=Control Teachers

------=Bethlehem Teachers

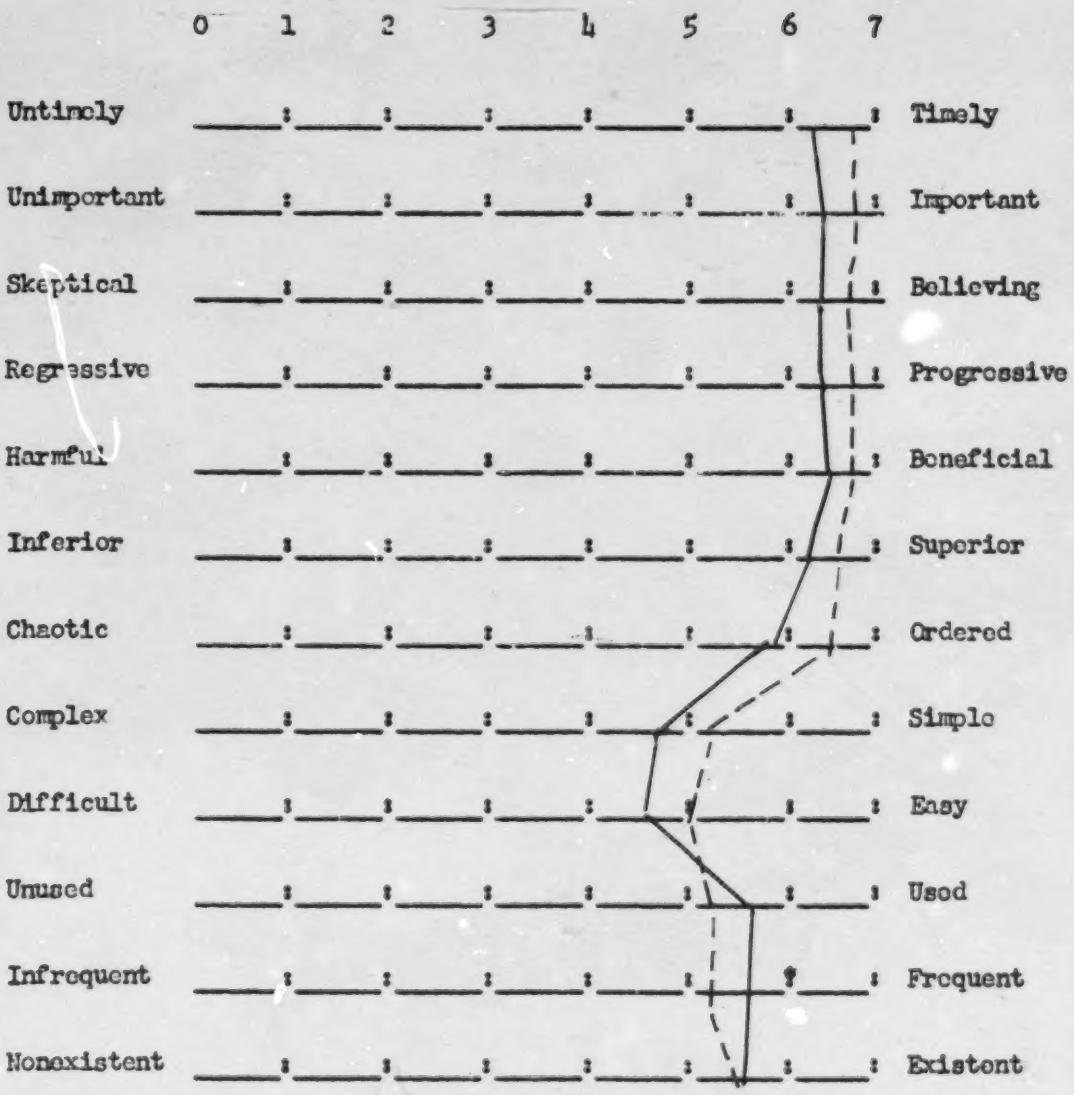
V. LEARNING PACKAGES



Key: _____=Control Teachers

------=Bethlehem Teachers

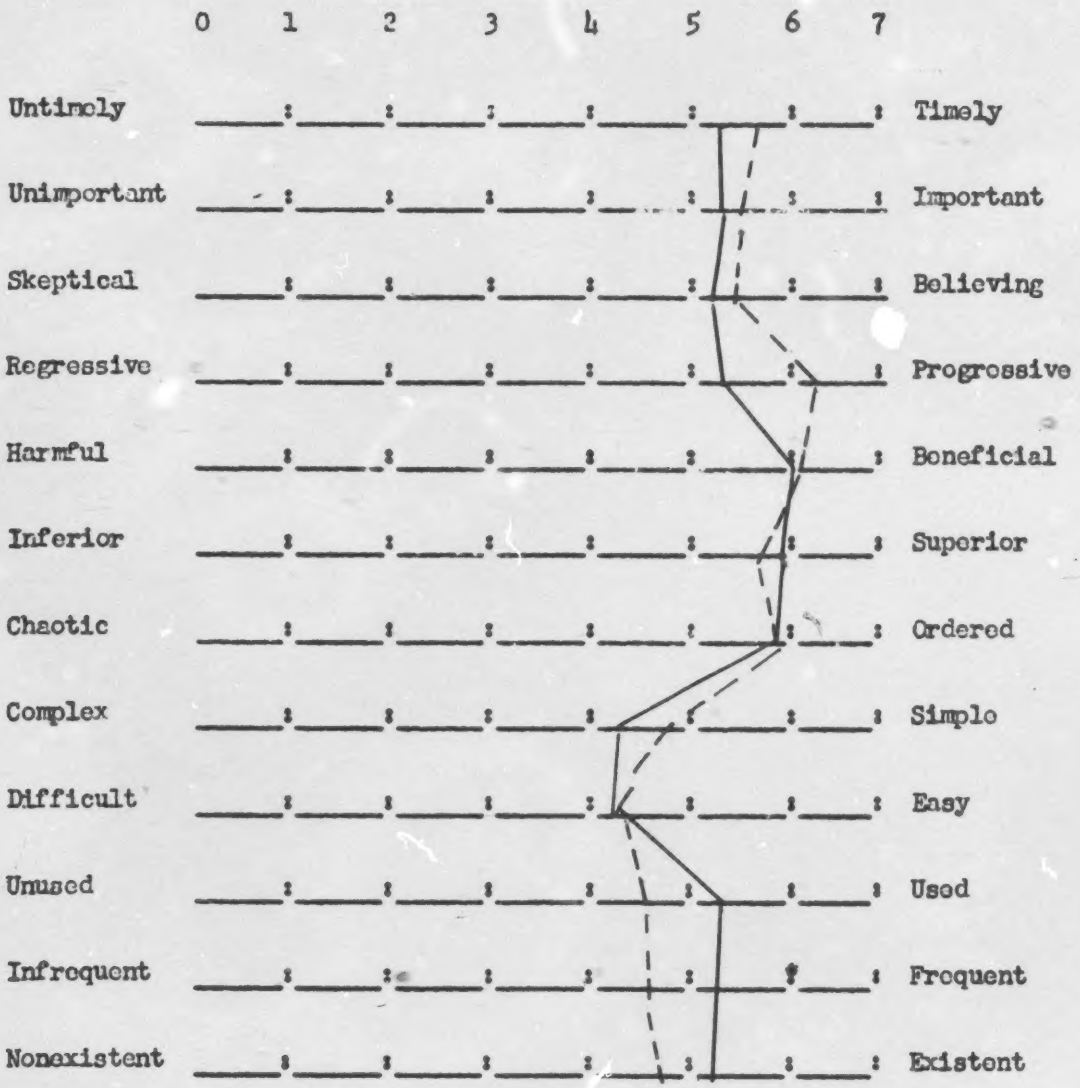
VI. SMALL-GROUP INSTRUCTION



Key: _____=Control Teachers

------=Bethlehem Teachers

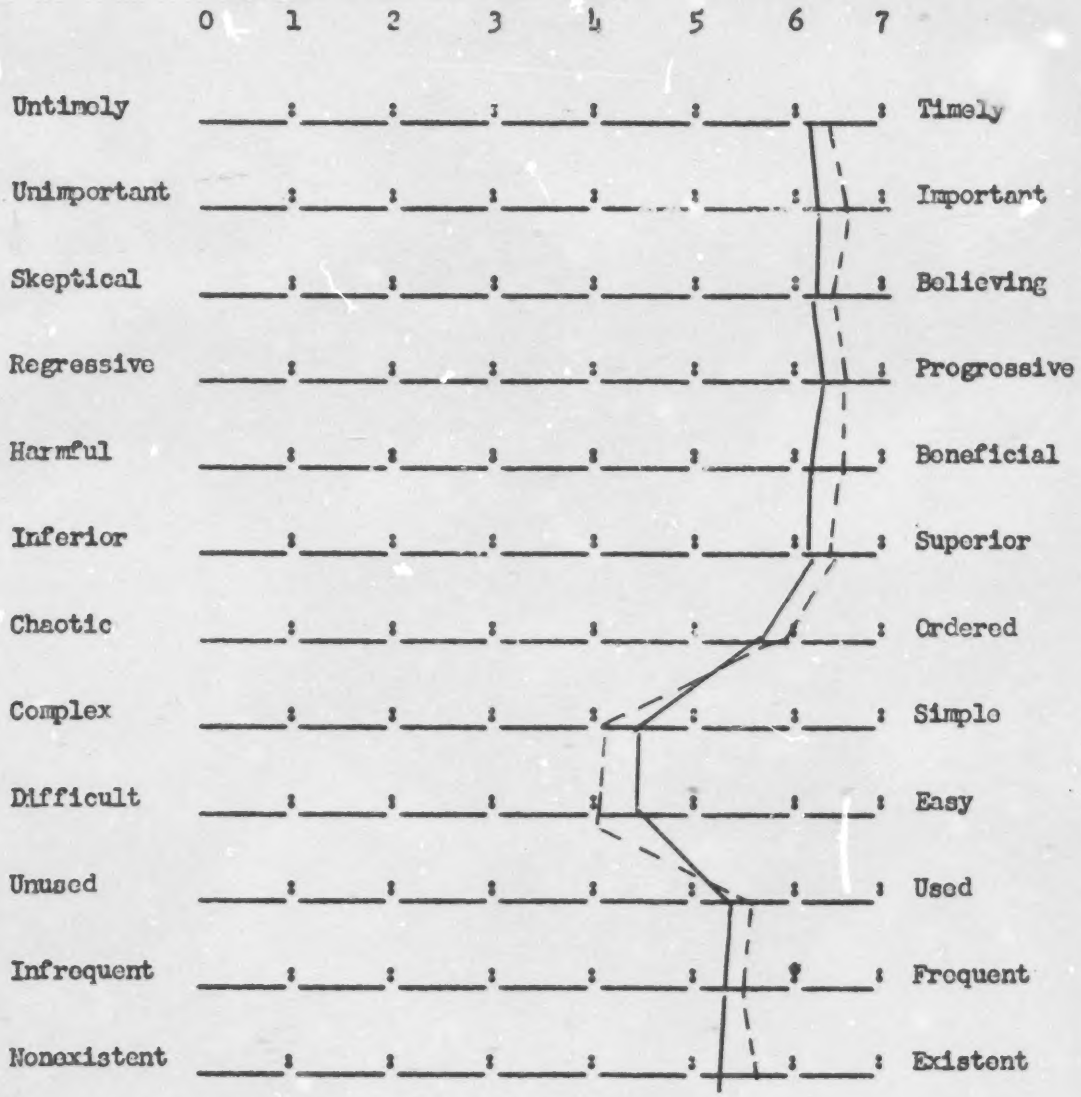
VII. CLEARLY STATED BEHAVIORAL OBJECTIVES



Key: _____=Control Teachers

------=Bethlehen Teachers

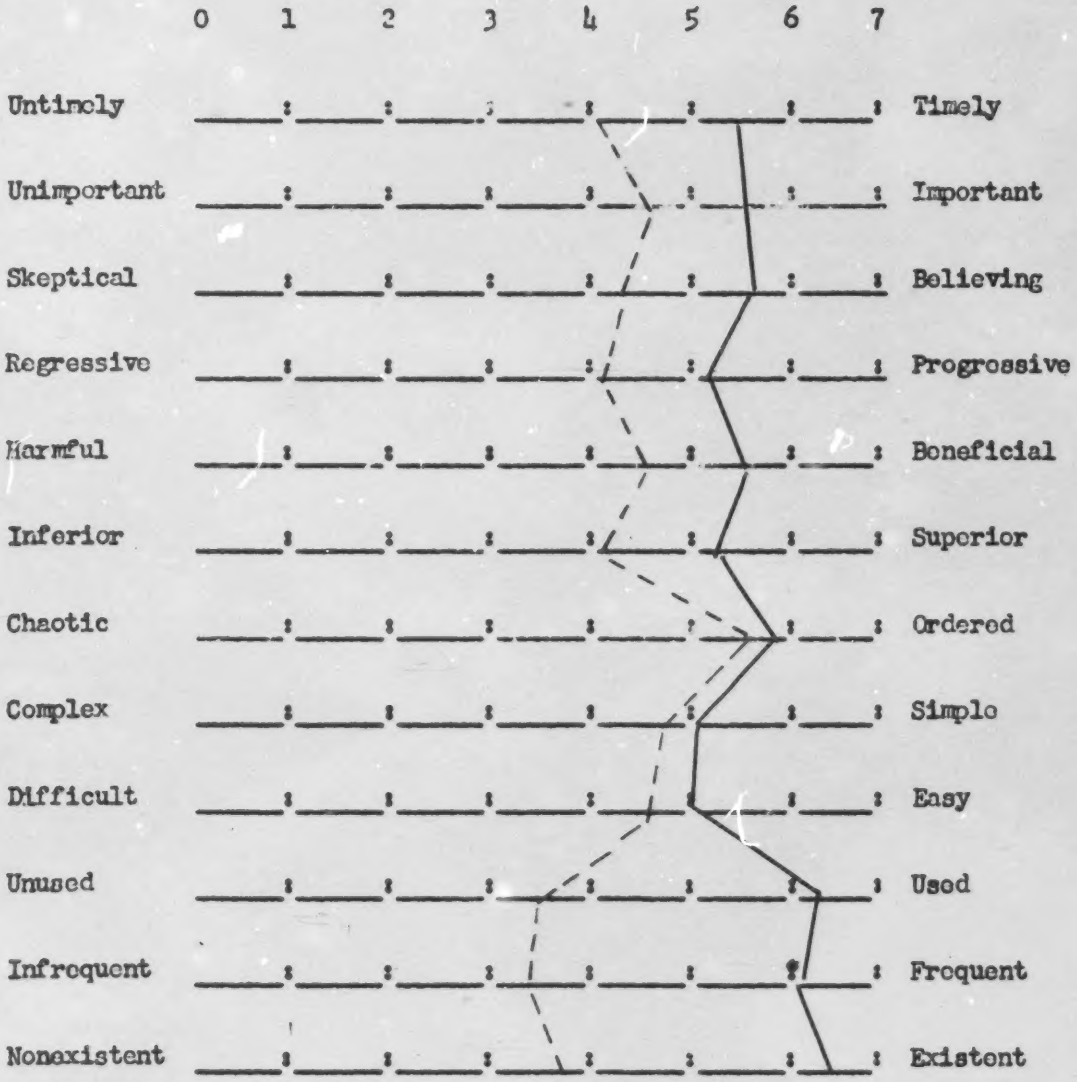
VIII. CONTINUOUS PROGRESS



Key: ____=Control Teachers

-----=Bethlehem Teachers

IX. SELF-CONTAINED CLASSROOMS



The Self-Concept and Motivation Inventory (SCAMIN)

IGE programs seek to enhance both the cognitive and affective development of the student who participates in the IGE experience. The proponents of IGE feel that the cognitive development of children in the IGE program is at least as good as, and in most cases better than the traditional school. They would also maintain that the affective component of schooling is enhanced on the part of their students to a significantly greater extent in IGE schools than in non-IGE schools.

The SCAMIN was administered to 200 IGE students, 100 each at Bethlehem and Fair Oaks Elementary. The purpose of the administration of this instrument was to assess the affective growth of students in the IGE program. The initial results indicate that in the areas of motivation and self-concept, the students at both IGE schools scored at or above the mean of the norming population on both of their indicators. For grades three through five an additional component was evaluated, the students' perceptions of sources of school support climate such as parents, teachers, peers, the academic climate in the school and the school climate in general. When compared with the norming population the students at both IGE schools scored in the top 25% in their perceptions of each of the sources of support climates.

Two forms of the SCAMIN were administered to the sample, the early elementary form for first and second graders and the later elementary for grades three through five. There was a norm of 20 per grade level at each school.

The key for reading the table is as follows:

GAN=	Goal Achievement Needs
FA=	Failure Avoidance
MOT=	Motivation
GAN & FA=	MOT
RE=	Rule Expectations
SA=	Self-Adequacy
SC=	Self-Concept
RE & SA=	SC

STANINE EQUIVALENTS OF MEAN SCORES ON SCAMIN
Bethlehem Elementary

Grade	GAN	FA	MOT	RE	SA	SC
1	5.5	4	5	5	5	5
2	5.5	5	5	5	6	6
3	5.0	6	5	4	4	4
4	7.0	6	6	6	3	5
5	6.0	7	6	6	5	6

Middle 50% Norms for Sources of Support Climate, Raw Score Equivalents
Bethlehem Elementary

MEAN SCORE BY GRADES

	NORMS	3rd	4th	5th
Parents	21-25	31	31	31
Teachers	24-28	31	31	32
Peers and Siblings	24-27	29	30	31
Academic Self	24-28	33	34	34
Academic Activity Climate	21-25	27	28	29
School Climate	19-25	30	32	31

Direct Observation of IGE Units

Two external evaluators spent a total of two days in this school observing the instructional process and completing evaluation forms on each of the units within the school. The rating scale used had a range from one to five with five being the highest rating possible. The scale attempted to ascertain the degree to which certain IGE organizational and instructional goals are actually being used in practice. Three of the four units at Bethlehem Elementary School received ratings above the arbitrary mean of three, and the school average was above the mean on sixteen of the eighteen observational areas. The most noticeable trend in the results was the decline in the average unit score from a high score in the lower grades to a reduced score for the higher level units.

IGE UNIT OBSERVATION SUMMARY

	I	II	III	IV	School Average
1. Units are organized in a manner which provides for specialized teacher roles in the division of labor.	4.5	4.0	2.5	2.0	3.25
2. Small group learning activities are utilized by the unit team.	4.5	3.0	3.0	2.5	3.25
3. There is widespread participation by all unit team members in the instructional decision-making process.	5.0	4.0	2.0	1.5	3.13
4. Students' individual learning styles are considered in planning and carrying-out learning activities.	4.0	3.0	3.0	2.5	3.13
5. Units carry out more than one instructional activity at a time.	5.0	3.5	2.5	3.5	3.63

	I	II	III	IV	School Average
6. Utilization of multiple-teaching stations are evident within the unit.	5.0	2.0	3.0	4.0	3.50
7. Unit teachers set individual learning goals for students.	3.5	3.0	2.5	2.0	2.75
8. Unit teachers use praise as a major motivator for the individual student.	5.0	4.0	4.0	3.5	4.13
9. Individual student profiles are maintained as a part of a reading management system.	1.5	1.0	2.0	1.5	1.50
10. Individual student profiles are maintained as a part of the IMS math program.	3.5	3.5	4.5	4.0	3.88
11. Performance objectives and learning activities are selected for students according to diagnosed needs in reading.	2.5	2.5	2.5	2.5	2.50
12. Performance objectives and learning activities are selected for students according to diagnosed needs in mathematics.	3.5	3.5	4.0	3.0	3.50
13. Unit teachers stress positive inter-personal relations with students.	5.0	4.0	4.0	3.5	4.13
14. Unit organization reflects the concept of multi-age grouping.	2.0	5.0	1.0	5.0	3.25
15. Student evaluation techniques are based upon individual performance criteria in addition to more traditional techniques.	4.0	3.0	3.5	3.0	3.38
16. Student self-direction is encouraged whenever appropriate.	5.0	4.0	3.0	2.5	3.63

(85)

	I	II	III	IV	School Average
17. Positive student-to-student working relations are planned for and encouraged.	5.0	3.5	4.0	3.0	3.883
18. Unit teachers attempt to work closely with parents concerning a child's educational progress.	4.5	3.5	4.0	3.0	3.75
UNIT AVERAGES:	4.06	3.33	3.06	2.92	3.34

Parent Questionnaire

The questionnaire which was sent to parents attempted to ascertain the degree of familiarity the parents had about the program in Bethlehem Elementary School. In most areas of the IGE program over 70% of the parents who returned completed questionnaires had knowledge of the different instructional methodologies being used in the school.

IGE PARENT QUESTIONNAIRE RESULTS

KEY: Number (Percent)

	YES	NO	UNCERTAIN	TOTAL RESPONSES
1. Have you heard of IGE?	265(76)	61(18)	22(6)	348
2. Are there older and/or younger students in your child's class?	233(66)	44(12)	78(22)	355
3. Does more than one teacher teach your child during the day?	340(97)	4(1)	6(2)	350
4. Is small group instruction frequently provided for your child?	192(55)	50(14)	105(31)	347
5. Does your child's school use team teaching?	183(52)	27(8)	140(40)	350
	(86)			

	YES	NO	UNCERTAIN	TOTAL RESPONSES
6. Does your child use audio-visual aids(films, tape recorders, records, etc.) often in class?	265(77)	30(9)	51(14)	346
7. Is your child given time in school to learn "on his own"?	271(78)	16(5)	62(18)	349
8. Do the teachers in your child's school plan together?	243(70)	5(1)	99(29)	347
9. Does the school try to plan your child's work according to his or her individual learning needs?	261(75)	13(4)	73(21)	347
10. Does the school provide learning activities which allows your child to accept responsibility and work independently at time?	293(84)	8(2)	46(16)	347
11. Does the school try to excite your child about his learning?	257(73)	32(9)	62(18)	351
12. Did your child enjoy his school this year?	296(85)	36(10)	17(5)	349
13. Do you feel your child progressed academically this year?	302(86)	23(7)	27(7)	352
14. Do you feel teachers and staff took a personal interest in your child this year?	283(81)	28(8)	40(11)	351
15. Do you feel your child was able to advance at his own level during the year?	292(84)	19(5)	39(1)	350
16. Does your child enjoy working with more than one teacher and moving about for different learning activities?	310(88) (87)	29(8)	15(4)	354

	YES	NO	UNCERTAIN	TOTAL RESPONSES
17. Does the school keep you informed about your child's progress?	294(83)	48(14)	11(3)	353
18. Does the school provide opportunities for your child to grow socially?	261(74)	22(6)	68(20)	351

Overall, how did you feel about the learning program your child was in this year?

Liked It Very Much	148(42)
Liked It	105(30)
It's Okay	73(21)
Not Too Good	13(4)
Did Not Like It	12(3)
Total Responses	351

The department of research in its presentation to the board of education of this data indicated that the data supported the subjective evaluation of the local schools that substantial progress was being made toward achieving the IGE outcomes. The board of education accepted the report and approved the continuance of the IGE program in both schools but requested that some data be made available on cognitive gains in future evaluations. The element of evaluating the cognitive demain had already been built into the two year evaluation proposal as a part of the second year schedule.

Early Identification of Children with Potential Learning Proglems:

The disciples of early childhood development and education have long realized the importance of working with primary-age children. Although it is generally accepted that early educational programs benefit all children, regardless of race, color, creed, or economic level, most current literature illustrates that traditional educational programs are not satisfactory for all children (Cruickshank, 1971: Cegelka and Tyler, 1970: and Dun, 1968). It is recognized that many children diagnosed early in life as learning disabled, emotionally disturbed, educable mentally retarded or just "problem children" are often labeled and placed in academic settings separate from their peers for special educational services is being recognized by many (Engelman, 1969) as a deterrent in the educational, psychological and social development of these potentially handicapped children. Many handicapped conditions can be ameliorated and in some cases, prevented by early detection and good personalized treatment by competent personnel within the regular public classroom setting. This is not to say that for many handicapped or high risk children that special class placement is not necessary. It does imply that many children who have historically been placed into self-contained classrooms for the learning disabled, emotionally disturbed, and educable mentally retarded, might well have profited more from a different kind of educational placement.

The First-Grade Screening Test (Pate and Webb, 1969) was administered to each child in kindergarten in May of 1975 and to some first graders in September of 1975. This test identifies those students experiencing internal academic difficulty. The raw score is

the total number of credits obtained and the maximum possible score is 29. The cutting score for this test is 20.

Children identified by the above screening and those not meeting grade level expectations were further evaluated in a subjective manner by classroom teachers utilizing the Pupil Identification Scale (Novack, 1975) (See Appendix U).

All students exhibiting repeated difficulties in meeting the prior screening standards were individually administered the Wide Range Achievement Test (Jastak and Bijou, 1965). This test measured the child's level of achievement in reading, arithmetic and spelling.

The results of the Metropolitan Reading Readiness Test (Mitchell, 1962), required by the Commonwealth of Virginia for all entering first grade, were used as a comparison index for the previous test scores.

On the following page is a chart of the test scores of those children identified as having potential learning problems.

Subjects	Pupil Identification Scale	Metropolitan Readiness Test		First Grade Screening Test		Wide Range Achievement Test	
	Total Score	Total Score	Percentile	Raw Score	Percentile	Standard Score	Percentile
1	49	46	33	17	19	90	25
2	127	30	11	15	12	81	10
3	95	47	35	15	12		
4	104	44	29	20	35	94	34
5	92	64	69	18	23	92	30
6	95	30	11	17	19	92	30
7	109	58	57	17	19	94	34
8	146	43	27	8	2	90	25
9	105	61	63	17	19	94	34
10	71	53	46	17	19	99	47
11	98	50	40	19	28	94	34
12	104	29	11	11	5	94	34
13	127	38	20	13	8	108	70
14	106	34	15	17	19	97	42
15	94	46	33	16	15	91	27

Subjects	Pupil Identification Scale	Metropolitan Readiness Test		First Grade Screening Test		Wide Range Achievement Test	
	Total Score	Total Score	Percentile	Raw Score	Percentile	Standard Score	Percentile
16	142	38	20	19	28	85	16
17	127	39	22	16	15	108	70
18	97	36	17	20	42	96	39
19	107	38	20	19	28	92	30
20	100	48	36	19	28	97	42
21	114	60	61	15	12	94	34

Early Identification Objectives

1. Seventy-five percent of all six-year old children in the early identification program identified as "high risk" will be able to verbally identify all primary and secondary colors by May 31, 1976.

1.a. (Evaluation) Evidence of this objective will be obtained by the administration of a Product Performance Test with a simple frequency count to determine if 75% of the "high risk" students are able to verbally identify all primary and secondary colors. (Appendix V)

2. Seventy-five percent of all six-year old children in the early intervention program identified as "high risk" will be able to verbally identify and write all one and two digit numbers (1 through 99) by May 31, 1976.

2.a. (Evaluation) A chart will be prepared listing all "high risk" children and a teacher will test and indicate on the chart the date that the child completed this objective. The evaluation will be a simple frequency count of the chart to see if 75% of the children met this objective. (Appendix V)

3. Seventy-five percent of all six-year old children in the early intervention program identified as "high risk" will be able to correctly add two single digit numbers (e.g. 2+5=7) by May 31, 1976.

3.a. (Evaluation) All "high risk" children will take a ten item test to measure their ability to correctly add two single digit numbers. A frequency count will then be made to determine if 75% of the children were able to add single digit numbers.

4. Seventy-five percent of all six-year old children in the early

intervention program identified as "high risk" will be able to identify and verbalize or at least point to, all basic body parts by May 31, 1976.

4.a. (Evaluation) All "high risk" children will be verbally tested by a teacher and the results posted on a chart with the date of completion. A simple frequency count will be made to determine if 75% of the children obtained this objective. (Appendix V)

5. Seventy-five percent of all six-year old children in the early intervention program identified as "high risk" will be able to follow simple commands and directions (e.g. Get me the ball or Bring that book to me) by May 31, 1976.

5.a. (Evaluation) All "high risk" children will be verbally tested by a teacher and the results posted on a chart with the date of completion. A simple frequency count will be made to determine if 75% of the children obtained this objective. (Appendix V)

6. Seventy-five percent of all six-year old children in the early intervention program identified as "high risk" will be able to follow commands of negation (e.g. Do not throw the ball inside the room) by May 31, 1976.

6.a. (Evaluation) All "high risk" children will be verbally tested by a teacher and the results posted on a chart with the date of completion. A simple frequency count will be made to determine if 75% of the children obtained this objective. (Appendix V)

7. Seventy-five percent of all six-year old children in the early intervention program identified as "high risk" will be able to recognize and name twenty-six lower and upper case letters of

the alphabet by May 31, 1976.

7.a. (Evaluation) All "high risk" children will be verbally tested by a teacher and the results posted on a chart with the date of completion. A frequency count will be made to determine if 75% of the children were able to recognize and name 75% of the lower and upper case letters. (Appendix V)

8. Seventy-five precent of all six-year old children in the early intervention program identified as "high risk" will be able to differentiate initial and final consonant sounds (e.g. b,c,d, f,g,k,l,m,n,p,r,s,t,v,z) by May 31, 1976.

8.a. (Evaluation) All "high risk" children will be verbally tested by a teacher and the results posted on a chart with the date of completion. A frequency count will be made to determine if 75% of the children were able to recognize and name 75% of the initial and final consonant sounds. (Appendix V)

9. Seventy-five percent of all six-year old children in the early intervention program identified as "high risk" will be able to differentiate 75% initial consonant and long and short vowel sounds by May 31, 1976.

9.a. (Evaluation) All "high risk" children will be verbally tested by a teacher and the results posted on a chart with the date of completion. A frequency count will be made to determine if 75% of the children were able to differentiate 75% of the consonant and long and short vowel sounds. (Appendix V)

10. Seventy-five percent of all six-year old children in the early intervention program identified as "high risk" will be able to recognize and identify 30 picture items selected from the

Peabody Language Development Kit by May 31, 1976.

10. a. (Evaluation) All children will be tested with the Peabody Language Development Kit, Level P, and a frequency count made to determine if 75% of the students were able to recognize and identify 30 selected items. (Appendix V)

11. Seventy-five percent of all six-year old children in the early intervention program identified as "high risk" will be able to gain a minimum of nine months achievement on the Wide Range Achievement Test by May 31, 1976.

11. a. (Evaluation) All six-year old children identified as "high risk" will take the Wide Range Achievement Test in early September (pre-test) and the Wide Range Achievement Test in late May (post-test). The objective of the program is to increase actual gain in achievement in all areas of the Wide Range Achievement Test (post-test minus pre-test) and a frequency count made to determine if 75% of the children gained a minimum of nine months.

The twenty-one students identified for this program have been most receptive to the academic instruction that has been given. The excitement generated by the professionals who work with these students is sufficient to predict success even if all objectives are not met.

This program will be a continuous program whereby a student could be monitored for his/her three years in the primary grades. A new set of objectives will have to be written for each level and be contiguous upon the previous level.

CHAPTER III.

A considerable amount of relevant data has been collected

on this program since it began two years ago. This data has been presented in its entirety in the preceeding pages but some of these items are of a comparative nature. One of the key elements of IGE is the in-service workshops available to the teachers. On the first year evaluation of the in-service 78.62% of those answering gave a positive evaluation of these workshops while 84.1% gave a positive evaluation on the second year. The gain in the positive direction is a significant gain for a program such as this. To coincide with this would be the evaluation of a positive attitude toward the program by the teachers. In the 1973-74 school year 93% of the faculty indicated a positive attitude while in the 1974-75 school year 87.1% indicated a positive attitude toward the program. This represents a change in attitudes of approximately two persons. These persons were afforded the opportunity to move to another school and they availed themselves of the opportunity.

A key element in any program is the way that the parents and/or the community feel toward the school and its program. For the two years that opinions have been solicited the positive commitment has been extremely high (89% in 1973-74 and 93% in 1974-75).

The element of positive or negative advancement in the cognitive domain is one that is of great concern. The developers of IGE indicate that students in IGE schools will do no worse than students in traditional settings, possibly better. Our evaluations thus far in the program have attempted to focus on parental and teacher attitudes as well as the affective domain of the students. In these areas I feel that we have shown significant gains. The problem at hand is

how the students in IGE schools perform on the state SRA test and the county Math Computation test. It should be noted that both of these are norm reference test and IGE is based upon criterion reference test. There are many elements that are reflected in test scores that are not brought in cognitive evaluation.

Below is a list of the SRA scores for the 1973-75 school sessions

Level 4	Test date September 5, 1973			1973-74 Session
STEA	SRA READING	L.A.	MATH	COMPOSITE
35%	41%	38%	38%	37%
Level 6				
35%	36%	39%	34%	35%
Level 4	Test date October 18, 1974			1974-75 Session
34%	38%	32%	45%	35%
Level 6				
42%	48%	47%	34%	43%

There are several factors that are not reflected in these test scores. One major factor is that the school population has been drastically changing for the past six years and SRA scores have been consistently going down each year, even before IGE. It does appear that the scores have began to change as is evident in the scores for this year (1975-76).

Level 4	Test date November 10, 1975			1975-76 Session
STEA	SRA READING	L.A.	MATH	COMPOSITE
48%	57%	49%	59%	53%
Level 6				
57%	65%	62%	67%	65%

Another important factor that needs to be emphasized is that consistently those students tested by SRA have shown that their performance level is above their ability level. A third factor that I feel is relevant in this situation is that for two years we have had some personnel problems that have not been in the best interest of IGE or the school. Those problems appear to have been resolved now and we only have staff members now who want to work in an IGE program.

Another phase of testing needs to be looked at, and that is the local school divisions Math Computation test. This is locally developed, printed and scored. It is basically derived from the SRA. It is a pre-post test given in September-October and again in May. Below are listed the scores for the 1974-75 school year at this school.

Grade Level	Pre	Post	+Gain	-Loss
2	4.0	11.8	+7.8	
3	7.2	10.5	+3.3	
4	10.3	14.7	+4.4	
5	6.6	11.6	+5.0	
6	6.9	11.0	+4.1	

These scores represent the raw scores (number correct out of 20-25 problems). It is evident that in all cases gains were made but these gains were not the same as the total county gains part of an explanation for this factor is that we developed a math curriculum and taught that curriculum and did not attempt to teach to the test. This year in fairness to our students, parents and ourselves we have

taught our students how to take standardized test by such little things as having separate answer sheets, working all problems, looking for key words, etc.

We have already given the pre-test for this year and those results are listed below.

Grade Level	Pre-Test	Post-Test	+Gain	-Loss
1	1.5			
2	6.7+			
3	6.7-			
4	9.9-			
5	8.4+			
6	7.7+			

A pre-test/post-test was not given for grade one last year so a comparison at this point can not be made. Grades 2, 5 and 6 have made gains over last year's pre-test but grades 3 and 4 dropped by .5 and .4 which at this point is not a significant loss.

It must be re-emphasized here that Bethlehem Elementary School and its students who participated in the SSDP program made the most gains in reading and math in the total county (page 54 of this report). This was a criterion reference program and therefore reflected some of the cognitive products of this IGE school.

In an effort to test the reliability of the Individualized Mathematics System (IMS) management system, twenty-six fourth year students after being in the IMS program for approximately five months, were given the original placement test in May of 1975 that accompanies this program.

A comparison of the first placement test given in November of 1974 was made with the same placement test being given on May of 1975. Each student was tested in eleven strands; numeration, addition, subtraction, multiplication, division, fractions, applications, money, time, measurement and geometry.

The results of this comparison are as follows.

Those Showing Improvement

Number of Strands	Percent of Students
0	4%
1	4%
2	8%
3	4%
4	23%
5	15%
6	30%
7	4%
8	4%
9	4%
10	0%
11	0%

Those Showing Regression

Number of Strands	Percent of Students
0	23%
1	23%
2	38%
3	0%

4	4%
5	4%
6	8%
7	0%
8	0%
9	0%
10	0%
11	0%

Those Remaining the Same

Number of Strands	Percent of Students
0	0%
1	0%
2	8%
3	19%
4	19%
5	31%
6	19%
7	4%
8	0%
9	0%
10	0%
11	0%

This graph's descriptions indicates that many students made advancement in the math program and also many students tested on the second test at the exact level that they were presently working.

CHAPTER IV.

The faculty and staff are aware that according to the present evaluation methods that our students are not meeting the local expectations. They have worked since July 15, 1975 in planning programs that would enable our students to perform better on norm reference test. In an effort to counter the use of norm reference test as an evaluative instrument the department of research has devised a pre-post measured test that is criterian in nature, and that will be used in the remaining evaluations.

OBJECTIVES FOR 1975-76

A. Product Performance

1. A minimum of 7% expectancy gain in skill areas of reading and math from students age 6-12 as measured through SRA and any other achievement test given.

2. A minimum of 50% of students age 6 who have been in the program at least 18 months will register significant gains in the area of self-concept and motivation.

3. Students age 9-12, at the end of the school year, will show significant positive attitudes in the affective areas of self-esteem, citizenship, interpersonal relationships, and self-discipline as measured by the SCAMIN test or other such instruments.

B. Pupil Product

1. A minimum of 15% of all students ages 10-12 by October 1, 1975 will by May 30, 1976 meet the requirements for earning of the Presidential Physical Fitness Award. (Appendix T)

2. Students will exhibit a positive gain in desirable conduct while attending assemblies as measured by subjective observations of all staff members.

C. Teacher Product

1. A minimum of 65% of the teachers who have been

in the program for at least 18 months will give evidence of carrying out the purposes and methodologies of the program.

2. Using the pre and post tests given by the county in reading and math as a measuring instrument, the teachers, by units, will be held accountable for a 7% increase in reading and math skills.

D. Management Process

1. The administration will conduct an effective in-service program during the 1975-76 school year to prepare teachers. Effective training will be assessed by teachers via the In-Service Observational Rating Scale with a minimum of 51% adjudicating favorably. (Appendix X)

2. When evaluated by the teachers at the end of the year, the administration will be rated by no less than 51% of the respondents as being primarily concerned about instruction of students and those areas supportive of instruction. This evaluation will be made by administration of the Teacher Perceptual And Opinionnaire Form. (Appendix W)

3. A minimum of 7% of the teachers who have been in the program for two years will give evidence of a positive attitude toward the program.

The primary emphasis for the evaluation of the IGE programs for the 1975-76 school year should be the academic achievement of the students in the program. Certain questions concerning the efficacy of the IGE program to facilitate academic achievement must be answered so a complete analysis of the impact of the program may be made. The major question of the cognitive evaluation is: "Is the academic achievement of students in our IGE programs enhanced or hindered by their participation in IGE?"

This question will be a very difficult one to answer, and there may be alternate ways to approach it. Whatever approach to answering this question which may be used will have to be done within

the following parameters:

1. Some comparison between IGE and non-IGE students must be done,

2. The study should be restricted to a maximum of three, and preferably two, grade levels (4th and 6th).

3. The study should not duplicate any testing which is at present taking place.

4. Since our "sample" of IGE schools may contain inherent sampling biases, we must take caution in selecting a "control" group,

5. Our sample size should not exceed 75 students per grade level at the IGE schools or a total of 150 students from non-IGE schools.

6. We should endeavor to sample those child[illegible] in our IGE schools for this cognitive dimension [illegible]o were administered the SCAMIN in the spring of 1975 in order to generate some comparitive data.

7. Data analysis should include covariance or treatment X blocks so we may somewhat control for individual differences which could possibly be confounded with the treatment.

The evaluation of student achievement under any particular form of instruction or management system is a very difficult process. Current research literature would support the position that no particular instructional methodology can be said to increase achievement for all students under all conditions. The task of instruction then is to maximize student learning using a variety of methods, some of which are better suited to particular student learning styles than others.

Any evaluation of student achievement must take these factors into account, as well as curricular factors of scope and sequence. Thus, the division of research and planning had made following recommendations

for the completion of the IGE evaluation:

1. The SCAMIN be re-administered to those students who took it last year for comparative data analysis. It would only be administered to those students who are in 4th and 6th grade this year.

2. That this same group of IGE 4th and 6th graders, plus an additional thirty (30) students at each grade level, be administered a test of mathematics skills development. This test would be composed of; (a) Skills identified by the IMS being used in the IGE schools
   (b) Skills identified by the skills continua as developed by the CCC.

   This mathematics test would also be administered to a control group of non-IGE students for comparative analysis.

3. That an appropriate reading test be identified and administered to this same sample of IGE and non-IGE students for appropriate analysis. This test could take one of two forms;
   (a) The reading test administered by the department of elementary education as a pre-post measure in all elementary schools, or
   (b) The criterion-referenced tests which will be administered in the 6th grade in the spring of 1976.

The evaluation of the two IGE schools as devised by the department of research in conjunction with the two schools will continue into the second year with several of the same evaluations done for the 1974-75 school year continued for the 1975-76 school year. Major emphasis is being placed on the evaluations of the cognitive domain with an attempt to share a positive relationship between the affective and cognitive domains in this IGE school.

SUMMARY

Individually Guided Education in multi-unit schools may prove to be one of the most powerful and flexible approaches yet devised for the continuing renewal of educational institutions and the facilitation of learning and teaching. It promotes innovation, not as an end in itself, but as an answer to human needs.

The challenge to today's educators and citizens in a changing society is to create the kind of environment that will motivate the student toward a greater desire for learning and self-improvement. Meeting this challenge puts the responsibility of achievement where it belongs--on the student. With educators and the community providing the guidance, support and understanding needed to insure success for each student, I feel that with an IGE program, we are striving toward this goal.

This practicum has shown the progression of an "innovative program" and dealt with many facets of evaluations of this program. Several key positive elements have remained constant throughout the program and these have been the continuously high interest and support of the parents, the affective domain with regard to the students and the constant effort by the staff to improve. In-service is of the ultimate value in a program such as this and the result continually shows that teachers feel that they are benefiting from these.

Two factors must be reconciled and they are an increase in cognitive gains by the students and a reduction in teacher turn-over.

I feel that we have reached a stabilization point in staff adjustment and recruitment because everyone who is here for the

1975-76 school year is here by their own choice and appear to be dedicated to the task of making this the type of IGE school that will provide children with the education that they need and deserve. A gain in cognitive skills is evident by the latest test data and the staff is dedicated to the advancement of this objective.

This program has had a variety of influence on this local school system in that a number of schools have utilized similar staffing patterns, multi-age grouping arrangements and similar student schools. Visitation by teachers and administration from within and without the school system has been utilized as an indication that people do want to see what is going on. The primary factor with regard to influencing the local system is based upon the factor that three other elementary schools are interested in becoming IGE schools in the near future.

The future of IGE in this system will not be fully known until the August, 1976 Henrico County School Board meeting. At this meeting the second full evaluation will be given by the Henrico Department of Research. I feel confident that with the data that has been collected and is to be collected that a positive endorsement will be given by the school board.

I feel that the practicum has been extremely successful and accomplished the many objectives that had been established--not only for the program but also for the practicum.

APPENDIX A

A PROPOSAL FOR THE IMPLEMENTATION

OF INDIVIDUALLY GUIDED EDUCATION (IGE) AT

BETHLEHEM ELEMENTARY SCHOOL

Bethlehem Elementary School is a campus type school located in the western section of Henrico County, Virginia. The school has been in operation for the past fifteen years and has always featured a strong structured program. The physical structure is so designed that it has twenty-nine teaching stations, a media center, a multi-purpose room, cafeterium, and administrative suite.

The present staff is composed of a principal, a secretary, a clinic attendant, a resource teacher, a media specialist, twenty-five full time teachers and four part-time itinerate specialists. The staff is diverse in its experience, but is dedicated to the process of educating children.

The school population is varied in our school zone with a number of different races represented. At the present the school has an enrollment of approximately 580 students in levels one through six with an additional 100 expected for kindergarten in the coming school session.

The philosophy of the Bethlehem faculty is to accept each child on his immediate level of achievement and progress with him in a continuous progress program.

The philosophy is based on the following beliefs:

1. Each child differs in growth patterns
2. Each child develops at his own rate,

(109)

physically, mentally and socially

3. A stimulating environment must be provided so that each child will experience success at various levels where he is working

4. Every child should be guided to meet failures that will eventually come to him sometime during his lifetime

5. Experiences should be provided that will instill in each child a desire for learning which comes from real and definite needs

6. Opportunities shall be provided to prepare each child to live in a democracy where self-direction and problem solving are necessary

7. A child learns better in a relaxed atmosphere without undue stress and strain

The staff of Bethlehem Elementary became interested in IGE in the fall of 1972 and have expanded this interest, through visitations, reading professional material, attendance at the IGE conference in Richmond and working through and with Dr. Robert L. Canady, the IGE facilitator from the University of Virginia School of Education.

IGE represents for Bethlehem Elementary and Henrico County a better opportunity to meet the educational needs of its constituents.

The faculty of Bethlehem Elementary has committed itself to the continuation of the following objectives.

1. The continuation of our individualized instruction, but further refining our efforts by beginning with mathematics.

2. Less emphasis on numerical grades and more emphasis on skill and concept mastery.

3. The improvement of our continuous progress school.

4. A definite plan to form a multi-unit elementary school in which students are grouped in a more flexible manner rather than isolated in a self-contained classroom.

5. The expansion of our team teaching to total team planning and co-operation.

Educational research on the IGE since its development in 1966 has proven to be a sound, practical approach to educating children. We at Bethlehem Elementary believe it to be a facilitator of progress.

All staff members except a limited number have made a committment to work in the IGE program. The personnel who have desired not to work in IGE have asked for a transfer with grace and dignity.

A selected number of key community leaders have been involved in the planning of our IGE program.

Schools to be involved in IGE--In order to provide mutual support, exchange ideas, and cooperate in planning and implementation, we strongly urge that at least two Henrico schools be allowed to go into IGE at the same time.

Central office departments to be involved--Because of the breadth and nature of the IGE program we believe the following departments should be involved in a primary way in our project:

1. The Department of Curriculum and Instruction will assist in the planning and implementation of the program from an instructional viewpoint.

2. The Department of Research and Planning will assist in the evaluation of the program from a research viewpoint. This will necessitate the writing of a research proposal to be submitted to this department.

3. In a secondary way the Department of Business and Finance and the Department of General Administration and Personnel will be involved where applicable and as needed.

Other requirements--All other requirements are provided for in the attached "Memorandum of Commitment to Implement Individually Guided Education."

Costs--Since the main thrust of IGE is simply a better utilization of the staff, building materials, and equipment which already exist for a given school, it is our belief that implementing the IGE plan should not cause a significant increase in the cost of operating that school. This would be particularly true after the first year.

Membership, maintenance, and workshop fees--These fees are outlined in the attached "Memorandum of Commitment to Implement Individually Guided Education." After the first year this fee decreases from an initial sum of $2,000 to $500 for each following year.

The cost of paying the stipend and expenses for unit leaders and principal to attend the workshop is a one-time expense. This would also be true of the workshop needed for all teachers.

Teaching Personnel--We believe that our expense for personnel should not exceed that for a similar size school elsewhere in Henrico County. The minimum number of aides we are requesting is a simple trade for teachers. While our pupil-teacher ratio has been quite favorable at Bethlehem this past year, we believe that we will be able to accomodate quite a few more students in the future without requesting additional personnel.

This fact is made possible by the multi-age and cross-grade grouping of the units. Additional students can more readily be absorbed in a unit of 100-150 pupils than in a self-contained classroom situation where, once a certain enrollment is reached at a grade level, another teacher is instantly needed. This then causes the pupil-teacher ratio to drop to an embarrassingly low figure for that grade level.

Timetable for implementation by June 8, 1973:

1. Unit leaders will be chosen.
2. Unit locations in the building will be determined.
3. Faculty and staff will be divided among the units according to unit size and needs.
4. The master schedule will be outlined.

Timetable for implementation by August 30, 1973:

1. Unit leaders and principal will have attended a 7-10 day workshop.
2. Part of the 3-5 day workshop for all school staff will have been conducted.
3. Children will be assigned to their homeroom teacher.
4. School will reopen with the above factors in operation, but on a self-contained classroom basis. This will allow staff and students to prepare for and adjust to the IGE concepts without a radical change in group placement at the beginning of the school year.
5. Parents will be involved in a formal way as members of committees and as volunteer aides.

Timetable for implementation by October 13, 1973:

1. The remainder of the 3-5 day workshop for all school staff will have been conducted.

2. Children will begin to be placed in flexible group situations. We will begin this process in language arts and mathematics, and include the other subject areas as rapidly as possible.

The principal and his staff have made a full commitment to IGE, along with Mrs. Elizabeth McPherson, our Elementary Supervisor and other key staff members of the central office.

At this point in planning, it necessitates a written commitment by our Superintendent, Dr. W.E. Campbell, and the distinguished members of the Henrico County School Board.

Staffing-IGE is organized with differentiated staffing, Dr. T. Alfred Parker, myself and the personnel department are working on the possibilities of trading teacher positions for teacher aides.

Building improvements--The flexibility of IGE will necessitate the construction of double doors between all rooms within a unit. For the initial year 1973-74, we request that eight openings be provided and completed by the opening of the school year in August, 1973.

Instructional management systems--A truly individualized program has as its compliment an instructional management system. In order for IGE to become a reality it is necessary for Bethlehem to implement an instructional management system. We have selected as our initial system, the Individualized Mathematics System (IMS) distributed by Ginn and Company.

Furniture and equipment--When economically feasible the present chair desk should be replaced with seminar tables and chairs and with individual table-desks.

Consideration of carpet should be given in order to eliminate noise as much as possible.

Evaluation--At an appropriate time this program should be evaluated by a team selected by the Henrico Department of Instruction and the Department of Research and Planning.

In-Service--Unit leaders and the principal will be required to attend a seven to ten day workshop this summer. Teachers not under contract at this time should receive a stipend of $20 per day for this workshop. Teachers and the principal should be paid travel, lodging and meal expenses connected with this workshop.

The required three to five day workshop for all faculty members should be provided for during the pre-school work days and by providing release time during the first six-week time.

A chart of staff and building utilization will be forthcoming. In addition a time schedule for implimentation is being developed.

INDIVIDUALLY GUIDED EDUCATION

IGE--Is an in-service program to train teachers how to better individualize education.

To implement the IGE system, the Charles F. Kettering Foundation of Dayton, Ohio has designed a complete, intensive course of training that involves teacher conferences, workshops, films, filmstrips, and implementation manuals--all provided and coordinated by the Bureau of School Service and Research at the University of Washington and the Foundation.

IGE--Provides an instructional system in which each child is educated individually, according to his own style of learning, according to his level of ability, and according to what he can realistically be expected to learn.

This is the IGE learning cycle:

1. Pre-assessment (What knowledge, attitudes, and skills should each child learn? How does he best learn?)
2. Design of a learning program for each child.
3. Implementation of the learning program.
4. Post-assessment. Has the child achieved the goals set for him?

IGE--Involves establishing a multi-unit organization that brings all of the school's teachers into both the planning and implementation of the educational program. IGE believes that a number of teachers working together can plan better than one working alone. IGE also believes that any system will be more successful if it is implemented by the same people who designed it.

A typical IGE school is organized like this:

Principal

Instructional Improvement Committee

Unit A	Unit B	Unit C	Unit D
1 Unit Leader	1 Unit Leader	1 Unit Leader	1 Unit Leader
4 teachers	4 teachers	4 teachers	4 teachers
1 aide	1 aide	1 aide	1 aide

Unit A	Unit B	Unit C	Unit D
150 pupils Ages 5-7	150 pupils Ages 7-9	150 pupils Ages 9-11	150 pupils Ages 10-12

The Instructional Improvement Committee, comprised of the principal and the 4 unit leaders, is responsible for planning and coordinating the instructional program of the entire school. Central planning, through the IIC, assures a greater instructional continuity from kindergarten through the sixth grade.

The unit leader, a full-time teacher chosen by her co-workers or appointed by the principal, serves as a communicator between the IIC and her unit, as well as assisting and guiding the teachers and aides working with her.

Most IGE schools use instructional and clerical aides, to allow certified teachers more time with students and more time to plan an individualized instructional program.

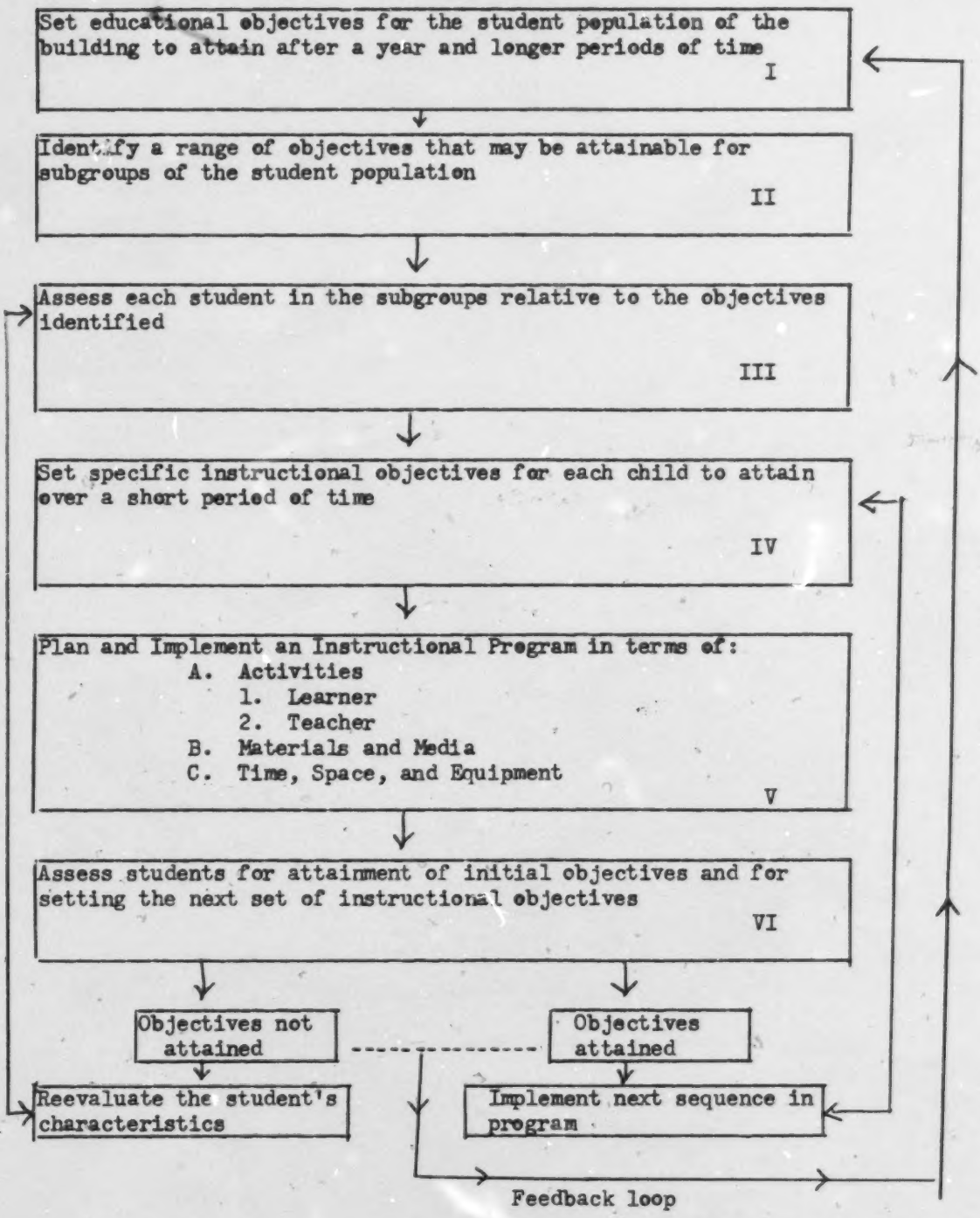
Students are grouped according to age, rather than grade, because IGE proponents feel it is unrealistic to assume that all students in a particular grade are at the same level of accomplishment in every subject. A more effective learning cycle can be designed if students are brought together by age range, by learning style, and by the objectives they are attempting to achieve.

IGE--Is concerned with in-service training, instruction, and organization but not curriculum. Each IGE school uses whatever materials it feels are most effective in individualizing instruction.

IGE--Is a continually changing and improving concept. No school can ever say that it has fully implemented IGE because the in-service training program is designed to give teachers direction and momentum, but not specific goals that they might feel compelled to accomplish.

APPENDIX A (Continued)

INSTRUCTIONAL PROGRAMMING MODEL FOR IGE


Set educational objectives for the student population of the building to attain after a year and longer periods of time
I
Identify a range of objectives that may be attainable for subgroups of the student population
II
Assess each student in the subgroups relative to the objectives identified
III
Set specific instructional objectives for each child to attain over a short period of time
IV
Plan and Implement an Instructional Program in terms of:
A. Activities
1. Learner
2. Teacher
B. Materials and Media
C. Time, Space, and Equipment
V
Assess students for attainment of initial objectives and for setting the next set of instructional objectives
VI
Objectives not attained
Objectives attained
Reevaluate the student's characteristics
Implement next sequence in program
Feedback loop

OUTCOMES OF IGE

There are three prerequisite outcomes of IGE. Each should be achieved before this Implementation Guide is used.

1. The school district's board of education and superintendent have given approval for the school to become an IGE school.
2. Before agreeing to become an IGE school, staff members of the school had an opportunity to examine the rationale and organizational structure of IGE.
3. Individual teachers are encouraged to transfer to another school if they elect not to participate in the IGE program.

As discussed earlier this Guide is designed to assist you with achieving outcomes related to the "Instructional Process of IGE" and the "Self-Improvement Process of IGE." The outcomes listed below identify the person who has the primary responsbility for achieving them.

Responsibility of the principal:

1. The entire school is organized into units with each unit composed of a unit leader, teachers, auxiliary personnel, and students.
2. Each unit is comprised of approximately equal numbers of two or more student age groups.
3. Unit teachers have sufficient time in which to conduct unit meetings (a minimum of three hours per week).

Responsibility of the unit leader:

1. Each unit makes the decisions regarding time, space, materials, staff, and students assigned to that unit.
2. Unit teachers practice role specialization and a division of labor when planning for the students' learning programs.
3. Unit teachers decide on broad goals to be emphasized, based upon a discussion of previous accomplishments of the unit members.
4. Unit teachers accumulate a collection of student

learning objectives consistent with broad goals of the learning program.

4. Unit teachers accumulate a selection of activities whereby students may pursue each of the desired learning objectives.

5. The unit selects and/or develops curricular materials which include the following components:
   - Assessment methods
   - Specific learning objectives
   - A variety of learning activities using different media
   - Student performance records

6. Large groups, small groups, paired situations, and independent study are provided as optional learning modes.

7. The collective teaching strengths of unit teachers are used as a result of unit planning when constructing teaching-learning environments.

8. Options exist for providing a greater range of teaching-learning environments.

9. Parents reinforce implementation of the instructional process of IGE by giving vocal support to the program.

10. Parents are involved in the instructional process of IGE.

Responsibility of the teacher:

1. Individual teacher's decisions are consistent with the unit's operations.

2. The following are considered when students are matched to learning activities:
   - Peer relationships
   - Achievement
   - Learning styles
   - Interest in subject areas
   - Self-concept

3. Unit teachers insure that each student has personal rapport established with at least one teacher.

4. Adequate opportunity is provided (through discussion and written communication) to insure that each teacher

is fully aware of perceptions and suggestions of other unit members relating to the students with whom each has developed special rapport.

5. Each student is involved in self-assessment procedures and analyses of the assessments.

6. Each student accepts increasing responsibility for selection of his learning objectives.

7. Each student participates in selection of learning activities to pursue learning objectives.

8. Each student can state learning objectives for the learning activities in which he is engaged.

OUTCOMES OF THE SELF-IMPROVEMENT PROCESS OF IGE

Responsibility of the league facilitator:

1. The league coordinates an interchange of personnel to identify and alleviate problems within the league schools.
2. The league stimulates an interchange of solutions to existing problems and is a source of ideas for new development.
3. The league devotes time to analyzing and improving league operations.

Responsibility of the principal:

1. Assignments of staff members to units are made with regard to complementary strengths and professional compatibility of the teachers.
2. The Instructional Improvement Committee (IIC) resolves problems involving two or more units.
3. The IIC coordinates curricular development to insure continuity of educational goals and learning objectives throughout the school.
4. The IIC coordinates school-wide, in-service educational programs.
5. The IIC provides channels of two-way communication throughout the school.
6. The IIC devotes time to analyzing and improving committee operations.

Responsibility of the unit leader:

1. The unit's plans submitted by the resource teachers are constructively criticized by unit members.
2. Teacher performance in the learning environment is constructively criticized by unit members using both planned and informal observations.
3. The unit devotes time to analyzing and improving unit operations.

Responsibility of the teacher:

1. Staff members of an IGE school have a personalized program enabling each to learn and to implement IGE.

APPENDIX B

MEMORANDUM OF COMMITMENT

Between: Department of Administration and Supervision, School of Education, University of Virginia

and

Henrico County Public Schools

Subject: Individually Guided Education (IGE) Program in the following elementary school(s):

Bethlehem Elementary School

Fair Oaks Elementary School

Date:

****

I. The Department of Administration and Supervision agrees to:

A. Provide the I/D/E/A/ 16mm films and the sound filmstrips to participating schools. These films will remain the property of the Department of Administration and Supervision, School of Education, University of Virginia.

B. Provide University staff members, Doctors Canady and Esposito, 5 days each for consulting with respect to the IGE program.

C. Provide three questionnaires and data analysis from these questionnaires. The first to be given in late September, the second in January, and the third in May.

D. Provide 2 two-day workshops designed around topics suggested by IGE school administration and staff.

E. Provide University staff members and advanced graduate students to work with participating schools as paid consultants, on a request basis.

F. Give priority to placing elementary administrative interns in IGE schools.

G. Coordinate and schedule the conference and activities of the Virginia League of cooperating IGE schools.

H. Coordinate and disseminate a monthly newsletter.

This memorandum of commitment is subject to review and cancellation by each of both parties at the end of the school year and each year thereafter.

W.H. Seawell, Chairman
Department of Administration
and Supervision

James P. Esposito, IGE Facilitator
Department of Administration and
Supervision

Superintendent

School Division

APPENDIX C

MEMORANDUM OF COMMITMENT TO

IMPLEMENT INDIVIDUALLY GUIDED EDUCATION

Between: Department of Administration and Supervision, School of Education, University of Virginia

and

_____

_____

Subject: Implementation of Individually Guided Education (IGE) Program

_____
(Name of School Division)

in the following elementary school or schools:

_____

_____

_____

Date: _____

****

I. The Department of Administration and Supervision agrees to:

A. Provide, on a rental basis, the I/D/E/A/ 16mm films and the sound filmstrips to participating schools. These films will remain the property of the Department of Administration and Supervision, School of Education, University of Virginia.

B. Provide University staff members and graduate students for a minimum of two field visits to prospective IGE school(s) to explain the IGE program to the school staff(s).

C. Assist in the selection of school(s) to participate in the development of IGE programs.

D. Provide University staff members and advanced graduate students to work with participating schools as paid consultants, on a request basis.

E. Provide assistance in the planning of the pre-school workshop for each of the participating schools (if requested).

(125)

F. Give priority to placing elementary administrative interns in IGE schools.

G. Restrict the use of the total package of in-service education materials provided by I/D/E/A/ to pre-service and graduate level teacher preparation programs and to in-service programs in IGE schools and to coordinate the selective use of items from the package in non-IGE schools as a part of the planned dissemination function.

H. Provide leadership in scheduling the activities that will permit continued implementation of the IGE program--for example, organizing workshops for principals and team leaders, both on- and off-campus classes, and practica for persons in IGE leadership positions.

I. Provide increased consultant help relative to the expansion of the program.

J. Coordinate and schedule the conference and activities of the Virginia League of cooperating IGE schools.

K. Make available for schools which have made a commitment to IGE a seven to ten day workshop for unit leaders and principals. (This workshop will include unit leaders and principals from all participating IGE school members in Virginia and will probably be conducted in Charlottesville.)

L. Provide 3 assessment questionnaires, analysis of data from questionnaires, and data interpretation.

This memorandum of commitment is subject to review and cancellation by each of both parties at the end of the school year and each year thereafter.

_____
W.H. Seawell, Chairman
Department of Administration and
Supervision

_____
James P. Esposito, IGE Facilitator
Department of Administration and
Supervision

_____
Superintendent

_____
School Division

MEMORANDUM OF COMMITMENT

II. The school division agrees to:

A. Allow the use of the in-service media material for use in project school(s) and with project staff only.

B. Provide participating schools with adequate IGE materials either through purchase or rental arrangements.

C. Include only schools in which the entire staff is organized into instructional units according to the IGE pattern of organization.

D. Provide release time appropriate for in-service education in a manner consistent with IGE concepts.

E. Assign only staff members who are compatible with the IGE program to the participating project school(s).

F. Make professional arrangements for the transfer of individual staff members who may decide they do not wish to remain on the project school staff.

G. Assist in establishing procedures for selecting unit leaders.

H. Have a positive commitment from the school board and the local education association that will encourage payment to unit leaders for the additional responsibilities assumed.

I. Make provisions for staff involvement in a 3-5 day summer pre-school workshop.

J. Make provisions for principals and unit leaders to participate in league and network activities.

K. Promote (within the district) the IGE project school and visitation to the project school within the district.

L. Assist the project school(s) in home-school communication and involvement in IGE concepts.

M. Permit project school(s) to determine its own evaluation and reporting system to parents.

N. Assist in the development of greater flexibility in the use of time, space, personnel, and materials.

O. Assist in identifying potential participants for league and network expansion.

P. Promote development and use of materials which state instructional objectives in performance terms.

Q. Make in-service provisions for pre- and post-assessment in various learning modes.

R. Provide comprehensive district consultative services to develop diversified learning activities and alternatives.

S. Provide at least one paraprofessional for every 150 students enrolled in each school.

T. Actively recruit and encourage college students in the local area who are training to become teachers to work, even before their typical student teaching experience, in IGE school(s), on a scheduled basis.

U. Actively recruit and encourage parent volunteers to participate in training programs and to work on a scheduled basis in the IGE school(s).

V. Support and permit, when appropriate, the differentiation of faculty and paraprofessionals in IGE schools.

W. Make provisions for the full implementation of the IGE project including organization and package components.

X. Assist in locating and designating funds for appropriate and adequate implementation of the IGE project to include participation in workshops and the Virginia League activities.

Y. Pay the initial sum of $1,000 to the Department of Administration and Supervision for membership in the Virginia League of IGE Schools.

Z. Pay the sum of $500 for a maintenance fee each year for each school in the school division participating in the IGE program in order to receive the services of the League Facilitator and staff outlined under Section I of the Memorandum of Commitment. When a school first enters the program, an addition $500 will be paid for a 7-10 day workshop for unit leaders and the principal.

This memorandum of commitment is subject to review and cancellation by each of both parties at the end of the school year and each year thereafter.

_____
Superintendent of Local School Division

_____
W.H. Seawell, Chairman
Department of Administration and Supervision

_____
Name of School Division

MEMORANDUM OF COMMITMENT

III. The school principal and staff agree to:

Fulfill the commitment of the district, plus:

A. Provide a basic IGE information program for all staff members prior to the close of the current school year.

B. Assign only staff members who are compatible with the IGE outcomes to instructional units.

C. Conduct in-service sessions necessary for successful implementation of the IGE program

D. Actively participate in league and network activities and assist in the preparation of a league newspaper through monthly progress reports.

E. Schedule a minimum of 3-5 hours per week during school hours for instructional unit planning.

F. Establish and utilize the Instructional Improvement Committee process and to make provision for the Instructional Improvement Council to meet once each week during school hours.

G. Provide a clinical environment for training student and administrative interns and parent volunteers.

H. Provide adequate instructional unit staffing so as not to exploit student interns, paraprofessionals, and parent volunteers.

I. Provide a workroom for teachers, paraprofessionals, interns, and parent volunteers to be used in the preparation of instructional materials.

J. Provide library services which will permit students to utilize the space and materials on an unscheduled basis at least 50% of the school day.

K. Have approval to utilize special teachers such as physical education, art, and music in ways other than the traditional 1 to 25-30 arrangements. For example, a physical education teacher may be assigned 65 children with another teacher, a paraprofessional, or parent volunteers to assist.

L. Have approval to utilize special education teachers and to assign special education students, when appropriate, to instructional modes other than a self-contained classroom organizational pattern.

M. Utilize central office, state department, university and other designated agencies for consultative services.

This memorandum of commitment is subject to review and cancellation by each of both parties at the end of the school year and each year thereafter.

_____
Signature of Principal

_____
Name of School and School Division

_____
W.H. Seawell, Chairman
Department of Administration
and Supervision

APPENDIX D

BETHLEHEM ELEMENTARY IGE

Workshop Evaluation Form

KEY; SA (Strongly Agree) A (Agree) D (Disagree)
SD (Strongly Disagree) ? (Undecided)

1.	The objectives of the workshops were clear to me.	SA	A	?	D	SD
2.	The objectives of the workshops were realistic.	SA	A	?	D	SD
3.	The participants accepted the purposes of these workshops.	SA	A	?	D	SD
4.	The objectives of these workshops were the same as my objectives.	SA	A	?	D	SD
5.	I have not learned anything new.	SA	A	?	D	SD
6.	The material presented seemed valuable to me.	SA	A	?	D	SD
7.	I could have learned as much by reading a book.	SA	A	?	D	SD
8.	Insufficient attention was given to problems which might be encountered in installation of curriculum material.	SA	A	?	D	SD
9.	The information presented was too elementary.	SA	A	?	D	SD
10.	I was stimulated to think about the topics presented.	SA	A	?	D	SD
11.	The speakers really knew their subject.	SA	A	?	D	SD
12.	We worked together well as a group.	SA	A	?	D	SD
13.	The group discussions were excellent.	SA	A	?	D	SD
14.	There was little time for informal conversation.	SA	A	?	D	SD
15.	I had no opportunity to express my ideas.	SA	A	?	D	SD
16.	I really felt a part of this group.	SA	A	?	D	SD

17.	My time was well spent.	SA	A	?	D	SD
18.	The workshops met my expectations.	SA	A	?	D	SD
19.	Too much time was devoted to trivial matters.	SA	A	?	D	SD
20.	The information presented was too advanced.	SA	A	?	D	SD
21.	Too much time was spent on theory.	SA	A	?	D	SD
22.	The schedule should have been more flexible.	SA	A	?	D	SD
23.	Objectives to be achieved were clearly stated at the beginning of the workshop.	SA	A	?	D	SD
24.	Objectives of the workshops were achieved.	SA	A	?	D	SD
25.	The presentations of the workshop coordinators were necessary for the achievement of the objectives.	SA	A	?	D	SD
26.	Not enough time was spent practicing skills learned in the workshop.	SA	A	?	D	SD

27. How many opportunities were there for you to interact with the other workshop participants?

a) A GREAT MANY b) SOME c) FEW d) NONE

28. How many opportunities were there for you to interact with the instructors of the workshops to get individual attention?

a) A GREAT MANY b) SOME c) FEW d) NONE

29. To what extent do you feel that your understanding of behavioral objectives has been increased during the workshop period?

a) A GREAT MANY b) SOME c) FEW d) NONE

30. To what extent do you feel that your understanding of IMS has been increased during the workshop period?

a) A GREAT DEAL b) SOME c) LITTLE d) NONE

31. To what extent do you feel that your understanding of the Learning Center concept has been increased during the workshop period?

    a) A GREAT DEAL b) SOME c) LITTLE d) NONE

32. The objectives of the workshops could have been attained best by:

    a) PRESENT METHOD b) MORE LECTURES c) MORE PROGRAMMED MATERIAL

33. If you had to do it over again, would you participate in these workshops?

    a) YES b) NO c) NOT SURE

34. If a workshop such as this is held again, would you recommend to others like yourself that they attend?

    a) YES b) NO c) NOT SURE

35. In terms of learning the content of this session, the length of this workshop period was:

    a) TOO LONG b) ABOUT RIGHT c) TOO SHORT

36. To what extent were the objectives of this workshop attained?

    _____

    _____

37. What other objectives should be included for future workshops?

    _____

    _____

38. In your opinion, what were the major strengths of this workshop?

    _____

    _____

39. In your opinion, what were the major weaknesses of this workshop?

    _____

    _____

APPENDIX E

PLACE OPINIONNAIRE

Teachers' Edition

Instructions: Below is a list of some activities teachers do and the way teachers work. Please circle the answer that most closely approximates the way you feel these things occur amongst teachers in your school.

KEY:
1. Almost always happens
2. Sometimes happens
3. Hardly ever happens
4. Never happens

1. Teachers spend time before and after school planning with other teachers.

   1 2 3 4

2. Teachers in this school feel a sense of pride in the school.

   1 2 3 4

3. Teachers work cooperatively with their fellow teachers.

   1 2 3 4

4. Teachers respect the judgment of the Project staff.

   1 2 3 4

5. Even when official policy might be restrictive, teachers make arrangements to help each other.

   1 2 3 4

6. Teachers share a common educational philosophy.

   1 2 3 4

7. Teachers resent coming to extra meetings.

   1 2 3 4

8. Teachers give formal reports on meetings they have attended to other teachers.

   1 2 3 4

9. Teachers in this school read educational journals and share these ideas.

   1 2 3 4

10. Teachers in this school attend summer workshops or institutes voluntarily.

    1 2 3 4

11. Teachers in this school belong to teachers' professional organizations.

    1 2 3 4

12. Teachers initiate meetings on education problems.

    1 2 3 4

13. Research findings are used to help teachers in this school make decisions about the educational program.

    1 2 3 4

14. Teachers show their awareness of curricular changes by discussion and experimentation of new ideas.

    1 2 3 4

APPENDIX F

BETHLEHEM ELEMENTARY

All Teachers

Your Attitudes Toward Bethlehem Elementary School (CHECK ONE)

I. How do you feel generally about teaching?
1._____Enjoy strongly

2._____Enjoy moderately

3._____Little feeling

4._____Dislike moderately

5._____Dislike strongly

II. What do you think about the size of your class(es)?
1._____Much too large

2._____A little too large

3._____Just about right

4._____A little too small

5._____Much too small

III. Are sufficient teaching materials and supplies readily available to you and your pupils?
1._____Always

2._____Usually

3._____Sometimes

4._____Almost never

5._____Never

IV. Are sufficient textbooks readily available for your pupils?
1._____Always

2._____Usually

3._____Sometimes

4._____Almost never

5._____Never

V. Is your classroom properly cleaned and maintained?
1._____Always

2._____Usually

3._____Sometimes

4._____Almost never

5._____Never

VI. Are assignments of extra duties distributed fairly among all teachers?
1._____Always

2._____Usually

3._____Sometimes

4._____Almost never

5._____Never

VII. Is the faculty consulted about curriculum change before it happens?
1._____Always

2._____Usually

3._____Sometimes

4._____Almost never

5._____Never

VIII. Are faculty opinions taken into consideration in matters of school policy?
1._____Always

2._____Usually

3._____Sometimes

4._____Almost never

5._____Never

IX. Do you follow a specified teaching time schedule? (e.g. Reading from 9:00-9:30--Spelling from 9:30-9:45--and Music from 9:45-10:00, etc.)
1._____Always

2._____Usually

3._____Sometimes

4._____Almost never

5._____Never

X. Does the stated curriculum allow sufficient flexibility to meet the needs of the pupils?

1._____Always

2._____Usually

3._____Sometimes

4._____Almost never

5._____Never

XI. Does the principal encourage you to try new teaching approaches?

1._____Always

2._____Usually

3._____Sometimes

4._____Almost never

5._____Never

XII. Does the principal allow you to deviate from the stated curriculum if the need warrants?

1._____Always

2._____Usually

3._____Sometimes

4._____Almost never

5._____Never

XIII. Does the principal support you in matters of pupil discipline?

1._____Always

2._____Usually

3._____Sometimes

4._____Almost never

5._____Never (138)

XIV. Does the principal support you in your dealings with parents?
1._____Always

2._____Usually

3._____Sometimes

4._____Almost never

5._____Never

XV. Are routines and procedures organized to allow maximum time for teaching?
1._____Always

2._____Usually

3._____Sometimes

4._____Almost never

5._____Never

XVI. Is sufficient attention given by administration to difficult discipline problems?
1._____Always

2._____Usually

3._____Sometimes

4._____Almost never

5._____Never

XVII. Is the principal able to devote sufficient time to visiting classrooms?
1._____Always

2._____Usually

3._____Sometimes

4._____Almost never

5._____Never

XVIII. Suppose you could go back to your college days and START OVER AGAIN; in view of your present knowledge, would you become a teacher?

1._____Certainly would become a teacher

2._____Probably would become a teacher

3._____Chances about even for and against

4._____Probably would not become a teacher

5._____Certainly would not become a teacher

XIX. Do you feel that the current organization of classes for teaching is adequate?

1._____Yes

2._____No

XX. If you answered No to question 19, please indicate which of the following you would prefer:

1._____Homogeneous grouping within traditional grades

2._____Heterogeneous grouping within traditional grades

3._____Ungraded homogeneous groups

4._____Ungraded heterogeneous groups

5._____Traditional grades with Team teaching and homogeneous grouping

6._____Traditional grades with Team teaching and heterogeneous grouping

7._____Ungraded homogeneous groups with Team teaching

8._____Ungraded heterogeneous groups with Team teaching

9._____Subject matter scheduling

10._____Other

Please explain_____

_____

_____

APPENDIX G

OPINIONNAIRE

Directions:

The following is a study of what the general public thinks and feels about a number of important social and person questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.
Mark each statement in the space provided at the left according to how much you agree or disagree with it. Please mark every one.

KEY: 1--I agree very much
2--I agree on the whole
3--I agree a little
4--I disagree a little
5--I disagree on the whole
6--I disagree very much

1.____The United States and Russia have just about nothing in common.

2.____The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.

3.____Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

4.____It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.

5.____Man on his own is a helpless and miserable creature.

6.____Fundamentally, the world we live in is a pretty lonesome place.

7.____Most people just don't give a "damn" for others.

8.____I'd like it if I could find someone who would tell me how to solve my personal problems.

9.____It is only natural for a person to be rather fearful of the future.

10.____There is so much to be done and so little time to do it in.

11.____Once I get wound up in a heated discussion I just can't stop.

12.____In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

13.____In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what others are saying.

14.____It is better to be a dead hero than a live coward.

15.____While I don't like to admit this even to myself, my secret ambition is to become a great person, like Einstein, or Beethoven, or Shakespeare.

16.____The main thing in life is for a person to do something important.

17.____If given the chance I would do something of great benefit to the world.

18.____In the history of mankind there have probably been just a handful of really great thinkers.

19.____There are a number of people I have come to hate because of the things they stand for.

20.____A man who does not believe in some great cause has not really lived.

21.____It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

22.____Of all the different philosophics which exist in the world there is probably only one which is correct.

23.____A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.

24.____To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

25.____When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.

26.____In times like these, a person must be pretty selfish if he considers primarily his own happiness.

27.____The worse crime a person could commit is to attack publicly the people who believe in the same thing he does.

28.____In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.

29.____A group which tolerates too much differences of opinion among its own members can not exist for long.

30.____There are two kinds of people in this world: those who are for the truth and those who are against it.

31.____My blood boils whenever a person stubbornly refuses to admit he's wrong.

32.____A person who thinks primarily of his own happiness is beneath contempt.

33.____Most of the ideas which get printed nowadays are not worth the paper they are printed on.

34.____In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.

35.____It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.

36.____In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

37.____The present is all too often full of unhappiness. It is only the future that counts.

38.____If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all".

39.____Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.

40.____Most people just don't know what's good for them.

APPENDIX H

TEACHER OBSERVATIONAL SCALE

SCHOOL_____DATE_____TEACHER_____

Each teacher will be observed and monitored in the areas of Individually Guided Education (IGE), and Individualized Mathematics System (IMS). A four point scale which ranges from 1 (very proficient) to 4 (very weak) will be used to rate the teachers. CIRCLE THE APPROPRIATE RATING

A. Individually Guided Education (IGE)_____

1. The teacher has a specialized role in the division of labor in the unit.

   1 2 3 4 5

2. The teacher uses the small group learning mode.

   1 2 3 4 5

3. The teacher participates in the unit decision-making process.

   1 2 3 4 5

4. The teacher "follows-through" on tasks assignments in the unit.

   1 2 3 4 5

5. The teacher provides for the student's learning style when planning teaching activities.

   1 2 3 4 5

6. The teacher manages more than one small group at a time.

   1 2 3 4 5

7. The teacher teaches in more than one teaching station.

   1 2 3 4 5

8. The teacher confers with parents about the student's educational progress.

   1 2 3 4 5

9. The teacher sets personal learning goals for the students.

   1 2 3 4 5

10. The teacher uses praise as a major motivator of students.

1 2 3 4 5

B. Individualized Mathematics System (IMS)_____

1. The teacher maintains a pupil profile on each student for which he is responsible.

1 2 3 4 5

2. The teacher conducts seminar activities with selected groups of students.

1 2 3 4 5

3. The teacher confers with parents about the individual student's profile.

1 2 3 4 5

4. The teacher confers with the student about his profile.

1 2 3 4 5

5. The teacher gives placement tests for determining the student's entry point in the system.

1 2 3 4 5

6. The teacher writes prescriptions for individual students.

1 2 3 4 5

7. The teacher is familiar with the materials cart.

1 2 3 4 5

8. The teacher provides alternate teaching materials for students who need them. (e.g.--Learning modules, filmstrips, tapes, etc.)

1 2 3 4 5

9. The teacher gives post tests for determining a pupil's progress in the system.

1 2 3 4 5

10. The teacher maintains positive inter-personal relations with students during IMS instructional time.

1 2 3 4 5

APPENDIX I

QUESTIONNAIRE OF CHILDREN'S ATTITUDES TOWARD IGE

DATE_____ CLASS_____

1. How do you like school this year in comparison to last?

   BETTER SAME WORSE

2. How often do you work with your teachers in small groups?

   A GREAT DEAL A LITTLE BIT NONE

3. How often do you have to listen to things again that you already know?

   SOMETIMES OFTEN NEVER

4. If the teacher is busy with other children, do you have other things to do to keep you busy?

   SOMETIMES OFTEN NEVER

5. How do you feel about changing classes?

   LIKE IT DISLIKE IT DON'T CARE

6. Do you feel like you are able to tell people (teachers) what you think about things?

   SOMETIMES OFTEN NEVER

7. How does the work you're doing this year compare to what you did last year?

   MORE INTERESTING ABOUT THE SAME LESS INTERESTING

8. What things do you <u>like</u> about our school?_____

   _____

9. What things do you <u>dislike</u> about our school?_____

   _____

10. Other comments:_____

    _____

APPENDIX J

VIRGINIA AFFECTIVE ASSESSMENT QUESTIONNAIRE

NAME OF PUPIL_____TEACHER_____

Think about how each sentence is true for you.
If the sentence is never true about you, circle the number (1)
If the sentence is a little true about you, circle the number (2)
If the sentence is sometimes true about you, circle the number (3)
If the sentence is very often true about you, circle the number (4)
If the sentence is always true about you, circle the number (5)

For example, think of this sentence.
I try to be like other kids. 1 2 3 4 5

If you always try to be like the other kids, you would put a circle around what number?_____

Or, if sometimes you try to be like the other kids, you would put a circle around what number?_____

ONLY MAKE ONE CIRCLE FOR EACH SENTENCE.

	NEVER	A LITTLE	SOME-TIMES	VERY OFTEN	ALWAYS
I have got different kinds of friends.	1	2	3	4	5
I make friends easily.	1	2	3	4	5
My classmates ask me to be the leader.	1	2	3	4	5
I am kind to others and listen to their side.	1	2	3	4	5
When I am wrong I admit it.	1	2	3	4	5
I do not like to be around some groups of people.	1	2	3	4	5
The children in my class leave me out.	1	2	3	4	5
I laugh at some children and call them names.	1	2	3	4	5

APPENDIX J (Continued)

I wish I were someone else.	1	2	3	4	5
I get upset or nervous when I meet new people.	1	2	3	4	5
I am the teacher's helper.	1	2	3	4	5
I get the best seat in the classroom.	1	2	3	4	5
The teacher smiles at me or makes me feel good.	1	2	3	4	5
The teacher calls on me and asks me questions.	1	2	3	4	5
The teacher wants to listen to me.	1	2	3	4	5
I am afraid to ask for help.	1	2	3	4	5
It makes me upset when the teacher calls on me.	1	2	3	4	5
I get the wrong answers when the teacher calls on me.	1	2	3	4	5
I whisper and write notes in class.	1	2	3	4	5
I daydream or tune out in class.	1	2	3	4	5
I keep my desk neat.	1	2	3	4	5
I hand in my classwork on time.	1	2	3	4	5
I like the classroom work.	1	2	3	4	5
I study hard and try to do my best.	1	2	3	4	5
I follow instructions.	1	2	3	4	5
I get bad grades.	1	2	3	4	5

APPENDIX J (Continued)

School work is too hard.	1	2	3	4	5
I lose or misplace books and papers.	1	2	3	4	5
I am late for school.	1	2	3	4	5
I am absent very often.	1	2	3	4	5

APPENDIX K

CLASSROOM CLIMATE INVENTORY
PLEASE DO NOT PUT YOUR NAME ON THE ANSWER SHEET

CIRCLE ONLY ONE	ALWAYS TRUE	TRUE MOST OF THE TIME	TRUE HALF OF THE TIME	SELDOM TRUE	NOT TRUE
My teacher....					
1.....makes everyone feel a part of the group.	1	2	3	4	5
2.....allows time for classroom meetings to discuss personal problems.	1	2	3	4	5
3.....does not seem to worry about what the principal thinks as long as our activities are worthwhile.	1	2	3	4	5
4.....does not always try to change the students.	1	2	3	4	5
5.....makes assignments that are clear and easy to understand.	1	2	3	4	5
6.....seems to "give up" on some students and lets them know that he/she does not believe they can improve.	1	2	3	4	5
7.....spends time helping each student with his or her own special problems.	1	2	3	4	5
8.....gives a student a chance to change a wrong answer before asking someone else for the right answer.	1	2	3	4	5
9.....makes the class work exciting.	1	2	3	4	5
10.....allows students to ask any kind of questions in the class they wish.	1	2	3	4	5
11.....has a sense of humor, is willing to laugh at things students think funny.	1	2	3	4	5

My teacher....	ALWAYS TRUE	TRUE MOST OF THE TIME	TRUE HALF OF THE TIME	SELDOM TRUE	NOT TRUE
12.....is a happy teacher.	1	2	3	4	5
13....knows what students talk about when teachers are not around.	1	2	3	4	5
14.....wants students to know he/she is boss in the classroom.	1	2	3	4	5
15.....gets the class to do what he/she wants.	1	2	3	4	5
16.....changes the plan for the day if the class really wants to.	1	2	3	4	5
17.....likes students who have ideas which are different from his/her own ideas.	1	2	3	4	5
18.....uses words which the students are able to understand.	1	2	3	4	5
19.....causes students to be afraid to ask questions and to answer questions.	1	2	3	4	5
20.....admits when he/she is wrong or does not know an answer.	1	2	3	4	5
21.....is interested in his/her students' success.	1	2	3	4	5
22.....is friendly to each student.	1	2	3	4	5
23.....lets students do the teaching or lets them lead discussions once or more each day.	1	2	3	4	5
24.....talks more than most most teachers.	1	2	3	4	5
25.....clearly explains how the class grades are determined.	1	2	3	4	5
26.....has the class do individual or group projects.	1	2	3	4	5
27.....asks facts or memory questions on examinations.	1	2	3	4	5

My teacher....	ALWAYS TRUE	TRUE MOST OF THE TIME	TRUE HALF OF THE TIME	SELDOM TRUE	NOT TRUE
28.....allows discussion among students once or more each day.	1	2	3	4	5
29.....makes up small groups in the class for special purposes once or more each day.	1	2	3	4	5
30....gives everybody in the room the same assignment.	1	2	3	4	5
31.....allows us to say or write what we like about his/her teaching.	1	2	3	4	5
32.....tries new exercises and activities in the classroom.	1	2	3	4	5
33.....has little problem with discipline in the classroom.	1	2	3	4	5
34.....is fair and honest with rules and regulations.	1	2	3	4	5
35.....does not want his/her students to fail.	1	2	3	4	5
36.....cares more about what some students say.	1	2	3	4	5
37.....does not care if a student is different other pupils.	1	2	3	4	5
38.....is willing to talk with students during or after class about any problems which might be bothering them.	1	2	3	4	5
39.....I AM A....	BOY		GIRL		

APPENDIX L

BETHLEHEM ELEMENTARY

IGE PARENT OPINIONNAIRE

CIRCLE A RESPONSE FOR EACH ITEM

1. Are there older and/or younger students in your child's class?

   YES NO I DON'T KNOW

2. Does more than one teacher teach your child during the day?

   YES NO I DON'T KNOW

3. Does your child stay in one desk for most of the day?

   YES NO I DON'T KNOW

4. Is small group instruction frequently provided for your child?

   YES NO I DON'T KNOW

5. Does your child's mathematics program expect all children to study the same lesson at the same time?

   YES NO I DON'T KNOW

6. Does your school send you a record of your child's progress in mathematics?

   YES NO I DON'T KNOW

7. Does your child's school use team teaching?

   YES NO I DON'T KNOW

8. Have you heard of IGE?

   YES NO I DON'T KNOW

9. Is there a special program operating in your school?

   YES NO I DON'T KNOW

10. Does your child's school have a record of the reading skills your child is learning?

    YES NO I DON'T KNOW

11. Is more than one teacher available to help your child with his learning?

YES NO I DON'T KNOW

12. Does your child have learning centers in the classroom?

YES NO I DON'T KNOW

13. Is your child given time in school to learn "on his own".

YES NO I DON'T KNOW

14. Does your child move from one learning space to another during the day?

YES NO I DON'T KNOW

15. Do the teachers in your child's school plan together?

YES NO I DON'T KNOW

16. Does more than one teacher talk to you about your child's progress?

YES NO I DON'T KNOW

17. Does your child have a chance to select many of his own learning activities during the day?

YES NO I DON'T KNOW

18. Does your child use audio-visual aids (films, tape recorders, records, etc.) often in class?

YES NO I DON'T KNOW

19. Is your child free to move around quite a bit in his classroom?

YES NO I DON'T KNOW

20. Is your child permitted to use the IMC (Instructional Materials Center Library)?

YES NO I DON'T KNOW

21. Rank your feeling about the learning program your child is in this year?

LIKE IT VERY MUCH LIKE IT IT'S OK NOT TOO GOOD DON'T LIKE IT

APPENDIX M

INSTRUCTIONAL PROCESS OF IGE

Outcome:

Unit teachers have sufficient time in which to conduct Unit meetings (a minimum of three hours per week).

Self-Assessment

NO YES

At time of beginning IGE

Four Months Later

Four Months Later

Name:

_____

Tips:

1. Assuming the average work week to be 40 hours and that pupil attendance hours are some-what less than this, a minimum of 3 hours a week of common planning time for a Unit is possible.

2. Units that have the responsibility for managing the IGE learning program can normally find time for planning when pupils are present.

3. Units should be encouraged to meet for a specific purpose and not to meet unnecessarily.

4. The instructional program will be more of a success when planning has been done adequately.

Starting Date: _____
Target
Completion Date: _____

Date Achieved: _____

Monitored by: _____

Activities:

1. Visit other schools within the league to ascertain how they are securing adequate time for planning.

2. Secure the services of someone outside the school to recommend restructuring of time.

3. Have the IIC establish a policy concerning common planning time as a result of a study applicable to your school.

4. Examine materials related to generating planning time for unit teachers.

5. Conduct a telephone conference with other principals within the league to assist you with restructuring the school day to permit sufficient time for Unit planning.

Materials:

Print:

IGE Unit Operations and Roles
P 15
Chap. 3, p 31-47
"The Unit and Its Functions:
Chap. 5, p 55-69
"The Ige Planning System"

IGE Principal's Handbook
p 25-56

Motion Pictures:
Tuesday

Filmstrips:
Organized for Learning

Tips:

5. A differentation of job responsibilities within the Unit and a division of labor for planning pupil programs of instruction are musts.

6. You should attend a planning meeting of each Unit at least once monthly.

7. Each unit should have an agenda before meeting and each Unit should record minutes of its decisions.

8. Minutes of Unit meetings should replace the submission of plans by teachers to you.

Activities:

Outcome:

The entire school is organized into Units with each Unit composed of a Unit leader, teachers, auxiliary personnel, and students.

Self-Assessment

NO YES

At Time of Beginning IGE

Four Months Later

Four Months Later

Name:

_____

Tips:

1. Teachers should be selected who are compatible and who professionally complement each other in subject area strength.
2. Unit teachers interview and recommend auxiliary personnel to be employed from a pool of persons you have identified.
3. Teachers should be involved in a meeting in which the agenda is to assign pupils to a Unit.
4. Unit leaders should be selected with whom you can work best.
5. The number of Unit teachers should be between 3 and 6.
6. Unit teachers recommend replacements or additions to the professional staff for their Unit as a result of having interviewed your pool of available teachers.

Starting Date: _____
Target
Completion Date: _____
Date Achieved: _____

Activities:

1. Visit a school that has achieved this outcome.
2. Interact with principals of other schools within the league to become acquainted with their organizational structures.
3. Secure the services of someone outside your school to assist you with the organization of your school within the IGE format. Consult with the League Facilitator for assistance.
4. Assign a group of teachers within your building the task of organizing units, identifying members who will comprise each Unit.
5. Examine materials that pertain to the organizational format of an IGE school.

Materials:

Print:

IGE Principal's Handbook

Ige Unit Operations and Roles

p 13-16
Chap. 2, p 19-29
"The Unit and Its People"

Filmstrips:

Organized for Learning

Tips:

7. You should interact sufficiently with all Unit members to ascertain that each is aware of the roles the other members of the Unit play in constructing learning programs for pupils.

8. Literature on group dynamics should be examined to assist the professional staff to interact successfully with one another.

9. A criterion for the selection of Unit leaders should be established.

10. Unit teacher assignments should be confirmed by you in a personal conversation with each teacher.

11. The Instructional Improvement Committee (IIC), which is comprised of Unit leaders and yourself, should be established; identify the time, frequency, and location of meetings, and the person who will serve as the secretary of the IIC.

12. Aides should be assigned to the Units.

Activities:

6. Invite Unit leaders and Principals from schools practicing IGE to your school to discuss the organizational processes they employed when they originally implemented IGE with their staffs.

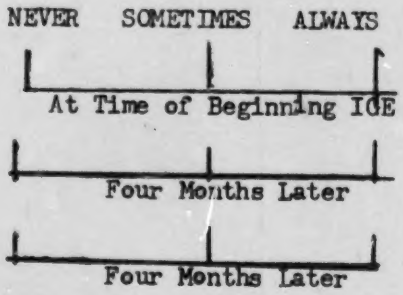
Tips (Continued)

13. The role of aides should be established and each provided with job descriptions and proper training.

Outcome:

Each Unit makes the decisions regarding time, space, materials, staff, and students assigned to that Unit.

Self-Assessment



Name: _____

Tips:

1. Instructional time should be programmed into large blocks.
2. The Unit is an autonomous decision-making group responsible for time, space, materials, staff, and pupils. Only a policy established by the IIC should alter this tip.
3. All spaces in your area should be used for flexibility of Unit operations.
4. Most materials should be out of cabinets and readily available for Unit members.
5. Unit members should be encouraged to use common spaces.
6. If not already in the Unit area, Unit members should move into the area.

Starting Date: _____
Target Completion Date: _____

Date Achieved: _____

Activities:

1. Secure the services of your principal to help expedite the outcome of the Unit decisions.
2. Consult the League Facilitator for possible resources to aid your Unit in achieving this outcome.
3. Review guidelines relating to this outcome prepared by other Units within your school or within your league.
4. Examine materials pertaining to Unit operations and decision making in the areas of time, space, materials, staff, and pupils.
5. Observe another Unit's meeting when the agenda is to make decisions regarding space, staff, and pupils.

Monitored by: _____

Materials:

Print:

IGE Unit Operations and Roles

IGE Principal's Handbook

Chap. 2, p 15-28
"School Organization"
Chap 4, p 37-42
"The Principal and the Unit"

Filmstrips:

Organized for Learning

IGE Planning

Managing the IGE Learning Environment

Motion Pictures:

The Unit Meeting

Tips

7. The Unit collectively makes decisions concerning time, space, staff, and pupils in meetings designed for this purpose.

8. Regular meetings are scheduled to handle the decisions related to this outcome. This meeting would be consistent with your planning program.

9. A student orientation program should be planned.

10. Pupils should be acquainted with their decision-making responability.

11. Unit teachers should read material pertaining to group problem solving.

12. Schedules that are agreed upon should be flexible to meet the needs of the learning program; therefore the schedule may be modified easily.

13. Unit teachers should be encouraged to teach in more than one area.

Activities:

Tips (Continued)

14. Unit teachers should work with more than one group of pupils daily.

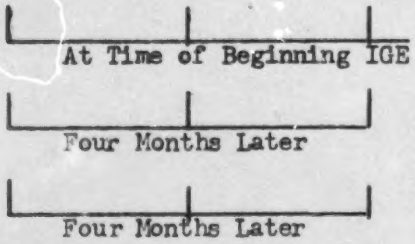
15. Each pupil should meet in more than one area of the Unit daily and in different modes.

Outcome:

Unit teachers practice role specialization and a division of labor when planning for the students' learning programs.

Self-Assessment

NEVER SOMETIMES ALWAYS



Name:_____

Tips:

1. Unit teachers may volunteer for an area(s) for which they would like to assume responsibility of becoming expert.
2. Unit members may be assigned to the area(s) in which they will assume responsibility.
3. Subject area specialists in your Unit should be encouraged to read all materials pertaining to their area of interest that appear in educational journals.
4. Subject area specialists should be encouraged to attend conferences and meetings pertaining to their interests.
5. Subject area specialists should assure that the desired outcomes of their area of specialization are not overlooked as units of instruction.

Starting Date:_____
Target
Completion Date:_____

Date Achieved:_____

Activities:

1. Examine the role specialization of members of other Units for assistance to determine what person in your Unit will assume what role specializations.
2. Secure someone from within or outside the league to assist the specialist with the generation of outcomes and activities appropriate to his particular discipline.
3. Examine learning programs of other Units.
4. Examine materials related to this outcome.
5. Participate with other Units as teachers practice their role specialization.

Monitored by:_____

Materials:

Print:

IGE Unit Operations and Roles
p 16

IGE Learning Program
p 75-76

Filmstrips:

IGE Planning
Design Meeting-middle of film

Motion Pictures:

The Unit Meeting

Tips:

6. Subject area specialists for your unit must serve as resource persons to identify pupil outcomes in their subject areas.

7. The subject area specialist must be the person who identified learning activities that the Unit collectively agrees upon to achieve the pupil outcomes.

8. Area specialists should meet on occasion with others with the same area specialization within your building and within your league.

9. Suggested activities prepared by the area specialist should be examined and collectively agreed upon as the learning program.

10. Unit teachers should be encouraged to research their subject area specialty.

11. Consultants and/or specialists can provide assistance to subject area specialists.

Tips (Continued)

12. Each Unit teacher must have at least one area in which they are the resource person.

13. Unit members should be encouraged when beginning IGE not to work collectively on tasks that are specifically the responsibility of the resource person.

14. The area specialist should be responsible for selecting and ordering materials for his area.

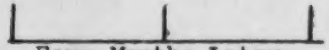
Outcome:

Unit teachers decide on broad goals to be emphasized, based upon a discussion of previous accomplishments of the Unit members.

Self-Assessment

NEVER SOMETIMES ALWAYS

At Time of Beginning of IGE



Four Months Later

Four Months Later

Name:_____

Tips:

1. A Unit meeting should be scheduled at which time broad goals for the Unit will be established.
2. Unit members might brain-storm suggested broad goals to be emphasized.
3. Broad goals established by your school system should be examined and, if necessary, revised.
4. Subject area specialists should identify pupil outcomes consistent with agreed upon broad goals.
5. Goals established by other school systems might be examined.
6. A balance between pupil skill development and pupil concept development should be maintained.

Starting Date:_____
Target
Completion Date:_____

Date Achieved:_____

Activities:

1. Employ the assistance of the principal, central office personnel, or someone from within the league to assist with the establishment of broad goals for your unit.
2. Form a task group to examine the goals of other Units within your school.
3. Examine materials on the subject of goal identification.
4. Participate in a goal-setting meeting with another Unit which is already functioning within the IGE format.
5. Examine minutes of goal-setting meetings of other Units within the league.

Monitored by:_____

Materials:

Print:

IGE Unit Operations and Roles
p 34

Filmstrips:

IGE Planning
Goal Setting-first half of film

Managing the IGE Learning Environment

IGE Learning Program

Motion Pictures:

The Unit Meeting

Tips:

7. The establishment of the broad goals for your Unit should take place at least 4-6 weeks before implementing the learning program.

8. The IGE suggested planning system should be discussed.

9. Regular meetings should be scheduled in which the agenda is to establish broad goals for a particular unit of study.

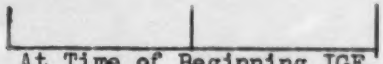
Activities:

Outcome:

Unit teachers accumulate a collection of student learning objectives consistent with broad goals of the learning program.

Self-Assessment

NEVER SOMETIMES ALWAYS



At Time of Beginning IGE

Four Months Later

Four Months Later

Name:_____

Tips:

1. Pupil learning objectives must be collectively agreed upon by the Unit teachers.
2. The subject area specialists for your Unit should identify pupil learning objectives for approval of Unit members consistent with previously agreed upon broad goals.
3. Learning objectives should be consistent with understandings possessed by pupils in relation to previous achievement.
4. Pupils should be encouraged to select learning objectives on their own as they pertain to your broad goals of instruction.
5. A Unit meeting might be held to discuss the reationale and function of learning objectives.

Monitored by:_____

Activities:

1. Acquire the assistance of someone within the school, central office staff, or league with the identification of learning objectives to be emphasized.
2. Secure the assistance of an expert to identify and/or generate learning objectives within a given subject area that are consistent with your agreed upon broad goals.
3. Conduct a brainstorming session that will result in identifying pupil learning objectives.
4. Examine learning objectives as they exist in published curricular materials.
5. Examine pupil learning objectives produced by other Units and commercial agents.
6. Participate in a planning session with another unit as they identify pupil outcomes.

Materials:

Print:

IGE Unit Operations and Roles
p 34-35

IGE Learning Program
p 19-20

Filmstrips:

Building the IGE Learning Program

IGE Planning

Managing the IGE Learning Environment

IGE Learning Program

Motion Pictures:

The Unit Meeting

Tips:

6. The components of a properly stated learning objective could be discussed.

7. An understanding should exist among Unit members of the relationship between learning objectives and instructional goals.

8. The selection and use of learning objectives should be evaluated periodically.

9. Regularly scheduled Unit meetings should be held to decide upon a collection of pupil-learning objectives to be achieved during a unit of instruction.

10. Subject area specialists or resource teachers should be assigned to identify, select, or develop activities pertaining to acquiring learning objectives.

Activities:

Outcome:

Unit teachers accumulate a selection of activities whereby students may pursue each of the desired learning objectives.

Self-Assessment

NEVER SOMETIMES ALWAYS

At Time of Beginning IGE

Four Months Later

Four Months Later

Name:_____

Tips:

1. Unit teachers should agree upon a collection of pupil learning activities.
2. The subject area specialists for your Unit should identify learning activities consistent with agreed upon learning objectives.
3. Learning activities should be consistent with pupils' previously acquired knowledge.
4. Pupils should be encouraged to select activities pertaining to achieving learning objectives.
5. Subject area specialists for your Unit might have a telephone conference with other area specialists to assist with the identification of learning activities.

Starting Date:_____
Target
Completion Date:_____

Date Achieved:_____

Activities:

1. Acquire the assistance of someone within the school, central office staff, or league to identify and/or generate activities for learning objectives.
2. Conduct a brainstorming session that will result in the identification of pupil activities.
3. Examine learning activities identified in published curricular materials.
4. Examine learning activities prepared by other Units that relate to achieving specific learning objectives.
5. Visit a school that has a reputation for providing diversified learning activities. Consult your League Facilitator for assistance.

Monitored by:_____

Materials:

Print:

IGE Learning Program
p 20, 22, 64

Filmstrips:

Building the IGE Learning Program

IGE Planning

Managing the IGE Learning Environment

IGE Learning Program

Motion Pictures:

The Unit Meeting

Many Roads

Tips:

6. Your planning system should be reviewed periodically to assure that identifying and/or generating of learning activities exists for your pupils.

7. The librarian should be alerted to your needs as a result of learning activities to be implemented.

8. The resource teacher in your Unit should have sufficient time to identify and/or generate activities and teaching strategies appropriate for pupils to acquire the learning objectives.

9. The resource teacher who is identifying, selecting, and generating learning activities should also produce a proposed schedule for implementing the learning activities.

10. Learning activities should be agreed upon during a design meeting.

Activities:

11. A time should be agreed upon for implementing the learning activities.

12. All of the Unit teachers should be assigned a portion of the learning activities to assist with the implementation of the agreed upon learning activities.

13. The Unit should agree upon a number of learning activities to make use of interest centers and learning stations.

Outcome:

The Unit selects and/or develops curricular materials which include the following components:

- Assessment methods
- Specific learning objectives
- A variety of learning activities using different media
- Student performance records

Self-Assessment

NEVER SOMETIMES ALWAYS

At Time of Beginning IGE

Four Months Later

Four Months Later

NAME:_____

Tips:

1. Existing curricular materials that have inherent in them the components of this outcome should be examined. Contact the League Facilitator for assistance.
2. Assessment should be a continuous process throughout the instructional program.
3. It is not necessary to pretest when collective teacher judgment would ascertain the pupils who would fail to achieve success on a pre-test.
4. Whenever necessary, a formal assessment should be used to verify teacher judgment or to acquire data from which a judgment can be made.
5. The advice of others on how to effectively use different media within a variety of learning activities should be obtained.

Starting Date:_____
Target
Completion Date:_____

Date Achieved:_____

Activities:

1. Secure the services of persons outside the Unit to assist with the implementation of this outcome.
2. Hold a league meeting to analyze curricular materials that possess components of this outcome.
3. Have your Unit discuss how to incorporate the components of this outcome as a way of functioning as a teacher.
4. Participate as a member or another unit as the group incorporates the utilization of the components of this outcome.
5. Examine minutes and units of instruction prepared by other units.

Monitored by:_____

Materials:

Print:

IGE Unit Operations and Roles
p 35-56, 61

IGE Learning Program

IGE Assessment Handbook

Filmstrips:

IGE Planning
Design Meeting-middle of film

Performance Testing and Observation
1st through 6th projection stops

Building the IGE Learning Program

Managing the IGE Learning Environment

Motion Pictures:

Tuesday

Tips:

6. Task groups comprised of teachers and pupils should analyze the extent to which curricular materials contain the components suggested in this outcome.

7. A meeting can be held to discuss the role of assessment in a learning program.

8. Your assessment materials and procedures should be analyzed for appropriateness in relation to learning objectives.

9. A meeting should be scheduled to agree upon an assessment plan for the learning objectives

10. A Unit meeting can be held to brainstorm and subsequently agree upon a means for recording pupil performance.

11. The IGE planning system should be reviewed.

12. Pupils should be preassessed in relation to learning objectives.

Tips (Continued)

13. A decision should be made for each pupil in your Unit on whether he does or does not possess the agreed upon learning objectives.

14. The variety of learning activities should be agreed upon.

15. Many sources of materials can be drawn upon which collectively have all of the components identified in this outcome.

16. Assessment data should be recorded in retrievable systems, e.g., individual student folders, a wall chart, etc.

Outcome:

Individual teacher's decisions are consistent with the Unit's operations.

Self-Assessment

NEVER SOMETIMES ALWAYS

At Time of Beginning IGE

Four Months Later

Four Months Later

Name:_____

Tips:

1. You should be aware of the learning objectives with which other teachers are involved.
2. You should analyze your role as a result of your Unit's planning processes.
3. Decisions that a Unit makes should be identified.
4. Decisions individual teachers make should be identified.
5. You should be aware of learning activities with which other teachers are involved.
6. The decisions you make as an individual teacher should be consistent with the planned program of instruction resulting from Unit meetings.
7. Copies of the minutes and decisions of all your Unit meetings should be in your possession.

Starting Date:_____
Target
Completion Date:_____
Date Achieved:_____

Activities:

1. Visit a functioning IGE school within the league.
2. Examine materials pertaining to this outcome, particularly to distinguish between Unit decisions and individual teacher decisions.
3. Secure the services of someone outside the Unit to assist with the implementation of a planned program of instruction.
4. Participate in an exchange with a teacher from another Unit.
5. Examine planning documents of other Units within the League. Contact the League Facilitator for assistance.

Monitored by:_____

Materials: Tips: Activities:

Print:

IGE Unit Operations and Roles
p 22-27, 42-44
Chap. 5, p 55-69
"The IGE Planning System"

IGE Learning Program
p 64-65, 75-77

IGE Principal's Handbook
p 26-28, 40-41

Filmstrips:

Organized for Learning

Self-Improvement

Managing the IGE Learning Environment

Motion Pictures:

The Unit Meeting

APPENDIX M (Continued)

Outcome:

Each student can state learning objectives for the learning activities in which he is engaged.

Self-Assessment

NEVER SOMETIMES ALWAYS

At Time of Beginning IGE

Four Months Later

Four Months Later

Name:_____

Tips:

1. Pupils should be able to explain what it is they are attempting to learn and why they are performing the activity in which they are engaged. Pupils should be asked this question often.

2. Pupils should be told the objective that is to be achieved when it has been selected by you, before beginning any instructional program.

3. Objectives could be prominently displayed in the learning areas.

4. The pupil could be encouraged to place his objectives in writing.

Starting Date:_____
Target
Completion Date:_____

Date Achieved:_____

Activities:

1. Consult the League Facilitator for people and/or ideas to help you achieve this outcome.

2. Examine materials pertaining to this outcome.

3. Participate in an exchange with members of other units to learn how they communicate this outcome to pupils.

4. Have Unit teachers form a task group to develop strategies that will result in fully implementing this outcome.

5. Have the IIC generate an in-service program for your Unit staff members on this particular outcome.

Monitored by:_____

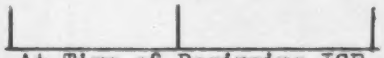
Materials:	Tips:	Activities:
Prints: IGE Learning Program p 61-63 Color Me IGE Filmstrips: Managing the IGE Learning Environment		6. Conduct a telephone conference with a teacher who has some good ideas about how to achieve this outcome.

Outcome:

Each student is involved in self-assessment procedures and analyses of assessments.

Self-Assessment

NEVER SOMETIMES ALWAYS



At Time of Beginning IGE

Four Months Later

Four Months Later

Name:_____

Tips:

1. The child should be asked if he understands why he is doing a particular activity.
2. Preceeding all learning activities the child should be able to explain why he is participating in a particular activity.
3. The child should be able to distinguish between that which he can do and that which he would like to do.
4. Pupils should be encouraged to identify or generate outcomes that they do not possess but would like to achieve.
5. Pupils should be encouraged to keep a personal record of learning objectives achieved.

Starting Date:_____
Target
Completion Date:_____

Date Achieved:_____

Activities:

1. Examine materials pertaining to assessment.
2. Visit a school that is implementing an IGE program. Consult your League Facilitator for assistance.
3. Secure the services of someone outside your Unit to assist you with having each child participate in a self-assessment program.
4. Conduct a telephone conference with a teacher who has the reputation for successfully achieving this outcome.
5. Suggest that your Unit teachers form a task group to learn how to better achieve this outcome.

Monitored by:_____

Materials: Tips: Activities:

Print:

IGE Assessment Handbook

Color Me IGE

Filmstrips:

Managing the IGE Learning Environment

A Reach for Tomorrow

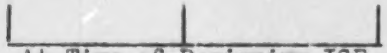
Building the IGE Learning Program

Outcome:

Each student accepts increasing responsibility for selection of his learning objectives.

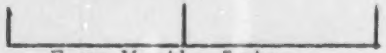
Self-Assessment

NEVER SOMETIMES ALWAYS



At Time of Beginning IGE

Four Months Later



Four Months Later

NAME:_____

Tips:

1. An opportunity should be provided each day for the pupils to decide what it is they would like to learn.

2. Initially, pupils might be encouraged to select from a cluster of learning objectives the order in which he would like to achieve them.

3. Pupils should be encouraged to write their own learning objectives in relation to broad educational goals.

4. A Unit meeting at least once a month should have this outcome as an agenda topic.

Starting Date:_____
Target
Completion Date:_____
Date Achieved:_____

Activities:

1. Participate in an exchange with a teacher from another Unit in order to learn how to achieve this outcome.

2. Examine materials pertaining to this outcome.

3. Secure the services of someone either within or outside the Unit to assist you. Consult your League Facilitator for assistance.

4. Conduct a telephone conference interview with persons who are capable of assisting pupils as they select their own learning objectives.

5. Encourage the League Facilitator to hold a conference in which this outcome is the main topic.

Monitored by:_____

Materials: Tips: Activities:

Print:

IGE Learning Program
p 19-24, 44-54, 61-63

Color Me IGE

Filmstrips:

Managing the IGE Learning Environment

Building the IGE Learning Program

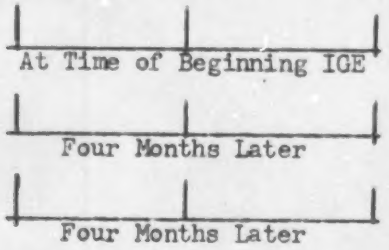
IGE Learning Program

Outcome:

Each student participates in selection of learning activities to pursue learning objectives.

Self-Assessment

NEVER SOMETIMES ALWAYS



NAME:_____

Tips:

1. An opportunity should be provided each day for the pupils to decide what activities they would like to do to achieve learning objectives.
2. Initially, pupils might be encouraged to select from a cluster of learning activities the order of the activities in which they would like to be involved.
3. The pupils should be encouraged to write their own learning activities to achieve the learning objectives.
4. A Unit meeting should be held at least once a month at which the agenda item is this topic.
5. Guidelines of acceptable student behavior should be established, and discussed with the students.

Starting Date:_____
Target
Completion Date:_____

Date Achieved:_____

Activities:

1. Participate in an exchange with a teacher from another Unit in order to learn how to achieve this outcome.
2. Examine materials pertaining to this outcome.
3. Secure the services of someone either within or outside the Unit to assist you. Consult with your League Facilitator.
4. Conduct a telephone conference interview with persons who are capable of assisting pupils as they select their own learning activities.
5. Have the IIC conduct a school-wide in-service program to assist all teachers with the achievement of this outcome.

Monitored by:_____

Materials: Tips: Activities:

Print:

IGE Learning Program
p 54, 63, 66-73

Color Me IGE

Filmstrips:

Building the IGE Learning Program
Projection Stops #2 and #3

IGE Learning Program
End Section

Managing the IGE Learning
Environment

Outcome:

Assignments of staff members to Units are made with regard to complementary strengths and professional compatibility of the teachers.

Self-Assessment

NO YES

At Time of Beginning IGE

Four Months Later

Four Months Later

NAME: _____

Tips:

1. A number of discussions should be held with each teacher in your building in order to learn of their professional commitment to education and philosophical orientation to how pupils learn.
2. The strengths of the teachers on your staff should be well known by you so that Units will be formed that increase the options in the teaching-learning environment.
3. Each teacher should serve as a resource person for an identified subject area.
4. The IIC should generate the guidelines for transferring a staff member from one Unit to another.

Starting Date: _____
Target
Completion Date: _____

Date Achieved: _____

Activities:

1. Visit a school that is implementing the IGE process.
2. Examine materials pertaining to this outcome.
3. Form a task group of teachers to undertake a study of complementary strengths and the professional compatibility criteria.
4. Secure the services of the central office staff.
5. Encourage your League Facilitator to make recommendations pertaining to the criteria others have used when making staff assignments.

Monitored by: _____

Materials: Tips: Activities:

Print:

IGE Unit Operations and Roles
Chap. 2, p 19-29
"The Unit and Its People"
Chap. 3, p 31-47
"The Unit and Its Functions"

IGE Learning Program
p 75, 76

IGE Principal's Hendbook
Chap. 2, p 15-39
"School Organization"

Filmstrips:

Organized for Learning

Outcome:

The Instructional Improvement Committee (IIC) resolves problems involving two or more Units.

Self-Assessment

NEVER SOMETIMES ALWAYS

At Time of Beginning IGE

Four Months Later

Four Months Later

Name:_____

Tips:

1. Management by consensus should be encouraged.
2. A regular meeting time and place for IIC meetings should be established.
3. An agenda for IIC meetings should always be prepared.
4. The IIC should generate a policy pertaining to visitors.
5. The IIC should invite consultants to their meetings when an agenda item pertains to consultants or special teachers.
6. All teachers in the building should be invited to participate in an IIC meeting sometime during the school year.
7. Guidelines should be established for the use of outside consultants and other special staff teachers.

Starting Date:_____
Target
Completion Date:_____
Date Achieved:_____

Activities:

1. Participate in an IIC meeting of a school involved with the IGE process.
2. Examine materials pertaining to this outcome.
3. Secure the services of the League Facilitator to assist you in establishing the role for your IIC.
4. Contact other principals within the league to ascertain policies established by their IIC.
5. Have Unit leaders in a task group examine the policy-making role for the IIC.

Monitored by:_____

Materials:

Print:

IGE Principal's Handbook
Chap. 3, p 31-34
"The Principal and The Instructional Improvement Committee (IIC)"

Filmstrips:

Organized for Learning

Tips:

8. Guidelines should be established for the use of common space, equipment, and time.

9. Guidelines should be established for the transfer of pupils from one Unit to another.

10. Schoolwide guidelines should be established for pupil behavior with strategies for communicating guidelines to the pupils and staff.

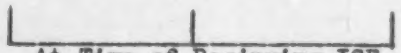
Activities:

Outcome:

The IIC coordinates curricular development to insure continuity of educational goals and learning objectives throughout the school.

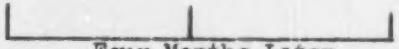
Self-Assessment

NEVER SOMETIMES ALWAYS



At Time of Beginning IGE

Four Months Later



Four Months Later

NAME:_____

Tips:

1. Educational goals of other IGE schools should be examined.
2. Ample time should be provided for the resource teachers in the same subject area to discuss their programs with one another.
3. Staff in-service days could be devoted to achieving this outcome.
4. A number of task groups should be formed to examine the educational goals and learning objectives being offered to pupils attending your school.
5. The IIC could form a task group to generate and/or select the educational goals for your school.

Starting Date:_____
Target
Completion Date:_____

Date Achieved:_____

Activities:

1. Have the IIC examine educational goals of other schools implementing IGE.
2. Have members of your IIC attend the IIC meetings of other league schools in which the topic is to discuss educational goals.
3. Examine materials pertaining to this objective.
4. Have the IIC periodically examine the instructional programs being offered by the various Units to ascertain the compatibility of the various educational objectives.
5. Secure the service of the League Facilitator to assist the IIC in achieving your outcomes.

Monitored by:_____

Materials:

Tips:

Activities:

Print:

IGE Principal's Handbook
Chap. 3, p 31-34
"The Principal and The Instructional Improvement Committee (IIC)"

Filmstrips:

Organized for Learning

Outcome:

The IIC coordinates school-wide, in-service, educational programs.

Self-Assessment

NEVER SOMETIMES ALWAYS

At Time of Beginning IGE

Four Months Later

Four Months Later

NAME:_____

Tips:

1. The Implementation Guide for IGE should be discussed periodically as an agenda item during an IIC meeting.
2. The IIC should establish times during the school year for in-service training.
3. The IIC should agree upon a training program for aides.
4. The IIC should examine in-service programs pertaining to areas other than the implementation of IGE, e.g., group dynamics, child development, curricular materials.
5. The IIC should capitalize on resource persons that are brought in specifically to assist one Unit or one teacher.
6. The IIC could form subgroups as task groups to structure in-service programs for your staff.

Starting Date:_____
Target
Completion Date:_____
Date Achieved:_____

Activities:

1. Secure the services of the League Facilitator to assist you with the achievement of this outcome.
2. Examine materials pertaining to this outcome.
3. Contact other principals within the league by telephone to learn of their in-service programs.
4. Participate in an IGE in-service program of another school within the league.
5. Examine the agenda of in-service meetings prepared by other schools.

Monitored by:_____

Materials:

Print:

IGE Principal's Handbook
Chap. 3, p 31-34
"The Principal and the Instructional Improvement Committee (IIC)"

Filmstrips:

Organized for Learning

A Reach for Tomorrow

IGE Implementation

Tips:

7. The IIC continually needs to examine areas of need in order to program appropriate in-service experiences.

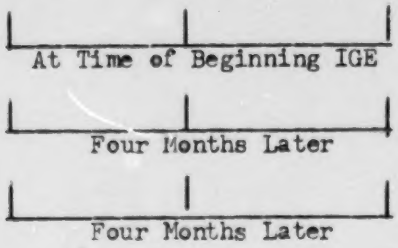
Activities:

Outcome:

The Unit's plans submitted by the resource teachers are constructively critized by Unit members.

Self-Assessment

NEVER SOMETIMES ALWAYS



NAME:_____

Tips:

1. Unit members should be encouraged to examine and improve all decisions.
2. All plans submitted for review by Unit members should be in writing.
3. Minutes of all Unit meetings should be kept.
4. A Unit meeting should be held a minimum of three times a year in which this outcome is the agenda topic.

Starting Date:_____
Target
Completion Date:_____

Date Achieved:_____

Activities:

1. Have the League Facilitator identify someone from another Unit to assist you in examining your Unit's planning endeavors.
2. Participate in an exchange with a member from another Unit in order to learn how to achieve this outcome.
3. Examine materials pertaining to this outcome.
4. Conduct a telephone conference with other Unit leaders to ascertain how they have achieved this outcome.
5. Examine materials pertaining to group dynamics.

Monitored by:_____

Materials:

Tips:

Activities:

Print:

IGE Unit Operations and Roles
p 61

Filmstrips:

IGE Planning
Design Meeting

A Reach for Tomorrow

Motion Pictures:

The Unit Meeting

Outcome:

Teacher performance in the learning environment is constructively criticized by Unit members using both planned and informal observations.

Self-Assessment

NEVER SOMETIMES ALWAYS

At Time of Beginning IGE

Four Months Later

Four Months Later

NAME:_____

Tips:

1. The self-improvement cycle relates to implementation of IGE as well as to general pedagogical procedures, and should be encouraged as a means for teachers to improve themselves.

2. A sufficient number of formal observations during the school year will subsequently result in many informal observations.

3. The observer in most cases as a result of planned observational procedures learns as much if not more than the person being observed.

4. A formal, planned observation is probably a 5-step process for self-improvement, viz.,
   (a) pre-observation conference,
   (b) observation session,
   (c) data organization and analysis
   (d) post-observation conference and
   (e) post-observation analysis

Starting Date:_____
Target
Completion Date:_____

Date Achieved:_____

Activities:

1. Have the League Facilitator assist you with the achievement of this outcome.

2. Participate in an exchange with teachers from another Unit who are achieving this outcome successfully.

3. Examine materials pertaining to the outcome.

4. Have your Unit members brainstorm means of achieving this objective.

5. Conduct a telephone conference with members of another Unit to ascertain how they are achieving this outcome.

Monitored by:_____

Materials:

Print:

IGE Learning Program
p 75-76

Filmstrips:

A Reach for Tomorrow

Tips:

5. Unit teachers could form a task group to implement a formal cycle for self-improvement of teacher performance in the learning environment.

6. Each member of the Unit should be equally involved as an observer and the one being observed.

7. At times, members of other Units and the principal should be encouraged to be observers in a formal self-improvement cycle.

8. Your League Facilitator should be encouraged on occasion to participate in a planned observation.

Activities:

Appendix N

BETHLEHEM ELEMENTARY SCHOOL

ONE AT A TIME - TOGETHER

Joe D. Durham, Principal
5600 Bethlehem Road
Richmond, Virginia 23230

BACKGROUND:

Bethlehem Elementary School is a campus style school located in the western section of Henrico County, Virginia. The school opened in September, 1958. The physical structure is so designed that it has 29 teaching stations, a media center, a multi-purpose room, cafetorium and administrative suite.

The staff is composed of a principal, an administrative intern, a resource teacher, a secretary, a clinic attendant, a media specialist, 24 full time teachers, four part-time itinerate specialists and several paraprofessionals.

The school population is varied in our school zone with a number of different races represented. The school enrollment is approximately 600 in levels K through 6. This represents a pupil-teacher ratio of 1 - 26.

PHILOSOPHY:

The educational program of Bethlehem Elementary School is based upon the philosophy that each student must be provided learning experiences that are commensurate with his age, ability, interest and development; and with the demands placed on him by the society in which he lives. This philosophy allows us to create stimulating environments so that each child will experience success at the various levels where he is walking and also instill in him the desire for learning which comes from real and definite needs.

BACKGROUND AND PHILOSOPHY

INDIVIDUALIZATION:

· Individualization is the approach of considering each child as having his own rate and way of learning and adapting an instructional program to meet his individual needs.

I. G. E.:

Individualized Guided Education is an in-service program to assist teachers with individualizing their instructional program and with implementing a self improvement process.

TEAMING:

Teaming is a teaching method involving large group instruction, group discussion, and independent study that has as its primary objective the meeting of student individual differences by using the special abilities of the teachers involved.

MULTI-AGING:

Multi-aging is the combining of children of at least 2 age levels in the same group for the purpose of meeting common needs.

EXTENSION CENTERS:

An extension center is a fascinating room in which bite size experiences using the discovery or pupil involvement approach are set up with adult guidance available.

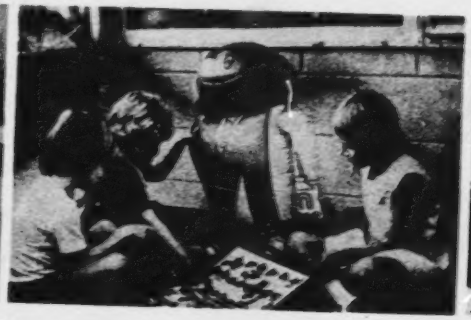
AN INDIVIDUALIZED PROGRAM

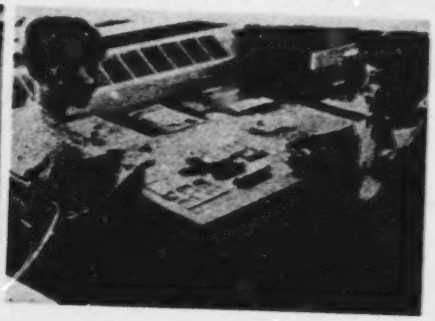
We believe we have full responsibility to help each child acquire competence in using the fundamental learning skills and the basic knowledge, attitudes, values and aesthetic appreciations needed for participation in today's society. The curriculum is designed to enable us to help children meet these goals and has the following components.

Science, Social Studies and Language Arts are an important part of our curriculum which are covered in the use of units of study, seminars, learning centers, and extension centers.

Special Interest Groups - Children are given opportunities to pursue areas of interest including sewing, auto mechanics, art, physical fitness and typing.

Music, art and physical education - Specialists offer a balanced program of physical fitness and fine arts.





CURRICULUM

WHAT'S HAPPENING AT BETHLEHEM ELEMENTARY

November 26, 1975

Children's Book Week Celebrated

Children's Book Week was celebrated at Bethlehem with a vareity of activities in the classrooms. Among these was the gigantic bookworm that covered two walls in K-12. Its segments consisted of colored discs containing book titles that the children had read. Mrs. Josephson's language group made very special books for Mrs. Eubank's class. They presented each first-grader with an easy-to-read book about him-or herself! How excited they were to have a book "All About Me!" Creative book jackets and shadow boxes of favorite titles were displayed in the library by Unit III.

The library aides decorated the library for the week, published a newspaper about Book Week activities and sponsored a contest for the school. Units I and II made original book marks for the contest. Commercials adapted to advertize Children's Book Week were composed and illustrated by Units III and IV. Each winner received a paperback book.

The winners were:

Unit I	Joe Slaughter
Unit II	Rodney Person
Unit III	Phillip Harik
Unit IV	Laura Hawkins

Association for Individually Guided Education National Conference Held

Our principal, along with the principal of our sister IGE school, was fortunate to be able to attend the A I G E 1975 conference in Denver, Colorado, November 16-19. This conference was designed to provide the latest information and most interesting activities of IGE schools throughout the United States.

Over 130 of IGE's foremost educators presented a variety of sessions focussed on current topics of today's educational scene. There were exhibits by commercial publishers of resources especially suited for individualizing instruction and the opportunity was provided for small discussion groups to share ideas.

activities in the classrooms. Among these was the giant bookworm that covered two walls in the hall. Its segments consisted of colored discs containing book titles that the children had read. Mrs. Josephson's language group made very special books for Mrs. Edsall's class. They presented each first-grader with an easy-to-read book about him or herself! How excited they were to have a book "All About Me!" Creative book jackets and shadow boxes of favorite titles were displayed in the library by Unit III.

The library aides decorated the library for the week, published a newspaper about Book Week activities and sponsored a contest for the school. Units I and II made original book marks for the contest. Commercials adapted to advertise Children's Book Week were composed and illustrated by Units III and IV. Each winner received a paperback book.

The winners were:

Unit I	Joe Slaughter
Unit II	Rodney Person
Unit III	Phillip Harik
Unit IV	Laura Hawkins

Association for Individually Guided Education National Conference Held

Our principal, along with the principal of our sister IGE school, was fortunate to be able to attend the A I G E 1975 conference in Denver, Colorado, November 16-19. This conference was designed to provide the latest information and most interesting activities of IGE schools throughout the United States.

Over 130 of IGE's foremost educators presented a variety of sessions focussed on current topics of today's educational scene. There were exhibits by commercial publishers of resources especially suited for individualizing instruction and the opportunity was provided for small discussion groups to share ideas.

Bethlehem's IGE Parent Advisory Council to Meet

The first meeting of the IGE Parent Advisory Council for the 1975-76 school year will be held in early December. We have had several parents show an interest in participating in this advisory group but we need a few more parents to help make this group complete. The main objective of the council is to provide parent input into our educational program at Bethlehem so that we can provide a program that fits the needs of our community.

If you are interested in being a part of this group, please call the school office at 288-8610 and give your name and telephone number. We look forward to hearing from you.

S.C.A. News

The Bethlehem SDA held its first meeting on November 21, 1975. The council decided to use the money from last year's aluminum drive to buy special physical education equipment. This is a gift to the school that each student will be able to use. The SDA will sponsor a "Food Drive" for Christmas. Each homeroom will decorate a box and will collect food which will be given to the Hunrico Christmas Mother. The council also decided to sponsor another aluminum drive after the Christmas holidays. Please save your aluminum at home and then start bringing it in after the holidays.

P-TA Christmas Program

Our music teacher, Mrs. Chris Souza, is busy these days getting the children in Units I and II ready for the Christmas program. Each year we are fortunate to have an excellent Christmas program presented to the P-TA with many of our children participating and we look forward to another such program this year on December 18, 1975 at 7:30 p.m. This is a big occasion for our younger children and we hope to have a large group at the P-TA meeting on this night to see their fine performance.

School Lunch Visitation

We realize the desire of some parents to have lunch with their children at school and we welcome your visits on a limited basis. However, due to the high cost of food, we do ask your help in notifying the office a day in advance, if possible, if you plan to visit for lunch.

We must discourage your visits on our "special turkey days" at Thanksgiving, Christmas, and Easter due to the fact that student participation in the school lunch increases considerably on these days and likewise costs increase.

We are all feeling the pressures of rising cost of food and our school lunch program is no exception. We appreciate your understanding and cooperation in this matter, and if you have questions please feel free to call.

Reminder

Our Thanksgiving holidays begin at the end of the school day, Wednesday, November 26 and go through November 30, 1975.

Christmas holidays begin at the close of the school day December 19, 1975 and extend through January 4, 1976.

WE WISH FOR EACH OF YOU A VERY RESTFUL AND HAPPY THANKSGIVING HOLIDAY.

BETHLEHEM
Mr. HOFF
EXPRESS
HAPPYGRAM
I am pleased to say that .....
Happily,

HAPPY
BIRTHDAY

ON YOUR SPECIAL DAY
WE'VE COME TO SAY
HAPPY BIRTHDAY
BECAUSE YOU MAKE
OUR SCHOOL EACH
DAY
A NICE PLACE TO
WORK AND PLAY

Joe D. Durham
Sylvia J. Henderson
Dorothy F. Chafin
Mary J. Valdivia

APPENDIX B

LOG OF PARENT CONTACTS

Month _____

Telephone Calls

Name	Brief Summary

Conferences

Name	Results

Other Contacts

Name	Brief Description

APPENDIX S

Early Elementary Form

THE SELF-CONCEPT AND MOTIVATION INVENTORY:

WHAT FACE WOULD YOU WEAR?

SCAMIN

by

Norman J. Milchus

George A. Farrah

and

William Reitz

Person-O-Metrics, Inc.
Evaluation & Development Services
20504 Williamsburg Road
Dearborn Hgts, Michigan 48127
Copyright 1968

(198)

APPENDIX T

PHYSICAL FITNESS STANDARD

	Presidential Award		Ages 10-13	
Event	10	11	12	13
Softball Throw-Boys	122'	136'	150'	175'
Softball Throw-Girls	71'	81'	90'	94'
Pull-ups-Boys	6	6	6	6
Arm Hang-Girls	21 sec.	20 sec.	19 sec.	18 sec.
Sit-ups-Boys	100	100	100	100
Sit-ups-Girls	50	50	50	50
Shuttle Run-Boys	10.4 sec.	10.3 sec.	10.0 sec.	9.9 sec.
Shuttle Run-Girls	10.8 sec.	10.6 sec.	10.5 sec.	10.5 sec.
Broad Jump-Boys	5'8"	5'10"	6'2"	6'9"
Broad Jump-Girls	5'4"	5'8"	5'9"	5'10"
50 Yard Dash-Boys	7.4 sec.	7.4 sec.	7.0 sec.	6.9 sec.
50 Yard Dash-Girls	7.5 sec.	7.6 sec.	7.5 sec.	7.5 sec.
600 Yd. Run-Walk-Boys	2 min. 12 sec.	2 min. 8 sec.	2 min. 2 sec.	1 min. 53 sec.
600 Yd. Run-Walk-Girls	2 min. 20 sec.	2 min. 24 sec.	2 min. 24 sec.	2 min. 23 sec.

APPENDIX T (Continued)

Gold Seal Award

Event	10	11	12	13
Softball Throw-Boys	118'	129'	145'	168'
Softball Throw-Girls	69'	77'	85'	90'
Pull-ups-Boys	5	5	5	7
Arm Hang-Girls	18 sec.	17 sec.	15 sec.	15 sec.
Sit-ups-Boys	76	89	100	100
Sit-ups-Girls	50	50	50	50
Shuttle Run-Boys	10.3 sec.	10.3 sec.	10.2 sec.	10.0 sec.
Shuttle Run-Girls	11.0 sec.	10.9 sec.	10.8 sec.	10.6 sec.
Broad Jump-Boys	5'7"	5'9"	6'1"	6'7"
Broad Jump-Girls	5'2"	5'6"	5'8"	5'8"
50 Yard Dash-Boys	7.5 sec.	7.5 sec.	7.2 sec.	7.0 sec.
50 Yard Dash-Girls	7.7 sec.	7.7 sec.	7.6 sec.	7.6 sec.
600 Yd. Run-Walk-Boys	2 min. 15 sec.	2 min. 11 sec.	2 min. 5 sec.	1 min. 55 sec.
600 Yd. Run-Walk-Girls	2 min. 26 sec.	2 min. 26 sec.	2 min. 27 sec.	2 min. 29 sec.

APPENDIX T (Continued)

Achievement Award

Event	10	11	12	13
Softball Throw-Boys	96'	111'	120'	140'
Softball Throw-Girls	50'	59'	64'	70'
Pull-ups-Boys	2 sec.	2 sec.	2 sec.	3 sec.
Arm Hang-Girls	7 sec.	8 sec.	6 sec.	7 sec.
Sit-ups-Boys	41	46	50	60
Sit-ups-Girls	31	30	32	31
Shuttle Run-Boys	11.2 sec.	11.1 sec.	11.0 sec.	10.6 sec.
Shuttle Run-Girls	11.9 sec.	11.7 sec.	11.6 sec.	11.4 sec.
Broad Jump-Boys	5'0"	5'2"	5'2"	5'10"
Broad Jump-Girls	4'7"	4'10"	5'0"	5'0"
50 Yard Dash-Boys	8.2 sec.	8.0 sec.	7.8 sec.	7.5 sec.
50 Yard Dash-Girls	8.5 sec.	8.4 sec.	8.2 sec.	8.1 sec.
600 Yd. Run-Walk-Boys	2 min. 33 sec.	2 min. 27 sec.	2 min. 21 sec.	2 min. 10 sec.
600 Yd. Run-Walk-Girls	2 min. 48 sec.	2 min. 49 sec.	2 min. 52 sec.	2 min. 46 sec.

APPENDIX U

LYNCHBURG MODEL OF ACCEPTABILITY

I. Definition

A Learning Module is a
self-directed,
internally-motivating,
systematic,
instructionally valid
lesson designed for one child, one session, and related to one specific objective.

II. Format for a Learning Module

Behavior Objective
Materials
Special Information or Instructions
Pre-Test (written to the child
corrective feedback
Treatment I:
Initiate Information
Follow with recall type questions
Provide corrective feedback
Treatment II:
Include understanding type questions
Provide corrective feedback
Treatment III:
Stress application
May include a game or manipulative-type experience
Post-Test
Determines whether or not the objective is attained
The pre-test and post-test should be of equal difficulty

APPENDIX V

IGE UNIT OBSERVATIONS

SCHOOL_____ DATE_____ UNIT OBSERVED_____

All observations are to be made on the basis of a collective judgment about the unit organization as a whole, not individual teachers within a unit. The observational scale is numbered from 1 to 5. 1 is the lowest rating and 5 the highest.

1. Units are organized in a manner which provides for specialized teacher roles in the division of labor.

   1 2 3 4 5

2. Small group learning activities are utilized by the unit team.

   1 2 3 4 5

3. There is widespread participation by all unit team members in the instructional decision-making process.

   1 2 3 4 5

4. Students' individual learning styles are considered in planning and carrying-out learning activities.

   1 2 3 4 5

5. Units carry out more than one instructional activity at a time.

   1 2 3 4 5

6. Utilization of multiple-teaching stations are evident within the unit.

   1 2 3 4 5

7. Unit teachers set individual learning goals for students.

   1 2 3 4 5

8. Unit teachers use praise as a major motivator for the individual student.

   1 2 3 4 5

9. Individual student profiles are maintained as a part of a reading management system.

   1 2 3 4 5

10. Individual student profiles are maintained as a part of the IMS math program.

1 2 3 4 5

11. Performance objectives and learning activities are selected for students according to diagnosed needs in reading.

1 2 3 4 5

12. Performance objectives and learning activities are selected for students according to diagnosed needs in mathematics.

1 2 3 4 5

13. Unit teachers stress positive inter-personal relations with students.

1 2 3 4 5

14. Unit organization reflects the concept of multi-age grouping.

1 2 3 4 5

15. Student evaluation techniques are based upon individual performance criteria in addition to more traditional techniques.

1 2 3 4 5

16. Student self-direction is encouraged whenever appropriate.

1 2 3 4 5

17. Positive student-to-student working relations are planned for and encouraged.

1 2 3 4 5

18. Unit teachers attempt to work closely with parents concerning a child's educational progress.

1 2 3 4 5

APPENDIX W

THE TEACHER PERCEPTUAL AND OPINIONNAIRE FORM

PART I

We are concerned with how things get done in this school, who makes decisions and in general how you see the administrative staff's role in regard to the functioning of the school.

INSTRUCTIONS: Below are some questions about how administrators and teachers work in a school. Please choose the answer that describes the way things are usually done in this school.

1. Does the administration talk about administrative procedures at faculty meetings or about educational problems?

   ____1. Talk about administrative procedures.

   ____2. Talks about administrative procedures, but sometimes educational problem.

   ____3. Talks mostly about educational problems.

2. Does the administration provide for and make use of a professional library which relates instruction to new ideas, practices and procedures?

   ____1. He rarely provides or makes use of a professional library.

   ____2. He provides a professional library and occasionally makes use of new ideas, practices and procedures.

   ____3. He provides and makes specific use of the professional library for new ideas, practices and procedures.

3. Does the administration arrange times for you to meet with staff members on mutual problems?

   ____1. They rarely arrange time.

   ____2. They sometimes arrange time.

   ____3. The always arrange time.

4. Does the administration take or send teachers to visit schools where they are practicing new methods, practices and procedures?

   ____1. They rarely take or send us.

   ____2. They sometimes take or send us.

_____3. They almost always take us, when possible.

5. Does the administration help provide the necessary resources you need to achieve your educational goals or are you left to your own devices?

_____1. I hardly ever get any help.

_____2. I get some help, but not as much as I need.

_____3. I get all the help I need.

6. Does the administration show that they are knowledgeable about changes in educational practices by their participation in staff meetings, task groups or individual conferences?

_____1. The administration lacks familiarity with changes in educational practices.

_____2. The administration occasionally shows familiarity with educational practices by references to new developments.

_____3. The administration almost always shows familiarity by references and application of new developments.

7. Does the administration show interest in new developments in education by their support for teachers use of new ideas, methods or procedures?

_____1. The administration rarely supports new ideas, methods or procedures.

_____2. The administration sometimes supports new ideas, methods or procedures.

_____3. The administration almost always supports new ideas, methods or procedures.

8. Does the administration aid in the promotion of new ideas, methods and procedures by using outside resource people or being a teacher of teachers?

_____1. The administration rarely uses outside resources or takes responsibility for teaching.

_____2. The administration sometimes uses outside resources and takes responsibility for teaching.

_____3. The administration almost always uses outside resources and takes responsibility by being a teacher of teachers.

9. How much direction does the administration give at faculty meetings?

____1. The administration urges the faculty to accept their point of view.

____2. The administration expresses their point of view, but does not impose it on the faculty.

____3. The administration lets a point of view emerge from the faculty.

10. After the faculty has identified a problem area they want to work on, who usually decides how to proceed?

____1. The administration decides and tells us.

____2. The administration listens to our ideas about it, and they decide.

____3. The administration talks it over with us and helps us decide.

11. What kind of help does the administration give a team or group working on a particular problem?

____1. The administration tells the group what to do and how to do it.

____2. The administration tells the group what to do, but lets the group decide how to do it.

____3. The administration leaves it all up to the group.

12. Does the administration encourage orderly rooms and adherence to time schedules?

____1. The administration cares very much about order and adherence to time schedules.

____2. The administration sometimes cares about order and adherence to time schedules.

____3. The administration rarely concerns themselves about order and time schedules.

13. In a discussion about the use of new materials, new organizational plans or new methods for teachers, who makes the decisions?

____1. We usually do it the way the administration decides.

____2. The administrators and teachers decide together.

____3. The administration expects the teachers to decide, but they give advice if we ask.

____4. The teachers usually make the decisions and tells the administrators.

14. Does the administration make the school a place where you can not only teach effectively, but also enjoy some personal satisfactions? (Such as faculty parties, a pleasant faculty lounge)

____1. Almost always tries to make the school enjoyable.

____2. Sometimes tries to make the school enjoyable.

____3. Practically never tries to make the school enjoyable.

15. Does the administration show that they dislike teachers in the school or not?

____1. Shows dislike for none of the teachers.

____2. Shows dislike for a few teachers.

____3. Shows dislike for some teachers.

____4. Shows dislike for most teachers.

16. Does the administration make contacts with you in a way which makes you nervous and uncomfortable, or do they make contact in a helpful manner?

____1. Just about always helpful.

____2. Often helpful, but occasionally makes me uncomfortable.

____3. Often makes me feel nervous and uncomfortable but not always.

____4. Just about always makes me nervous and uncomfortable.

17. In this school are you supposed to use the administration's ideas, or your own ideas?

____1. The administration makes available primarily their ideas as resources.

____2. The administration makes available their ideas, but sometimes considers ideas of teachers.

____3. The administration almost always considers teacher's ideas.

APPENDIX X

In-Service Evaluation

Questionnaire

Directions: PART I

Listed below are five general objectives of in-service programs recognized in business, education, and other professional fields. In column 1, please rate each classification, according to the following scale, as to its importance in in-service programs for educators. (Ratings may be used more than once)

1--Of little importance in in-service programs for educators.
2--Somewhat important in in-service programs for educators.
3--Important in in-service programs for educators.
4--Extremely important in in-service programs for educators.

In column 2, please check the two classifications of in-service objectives which most closely characterize the in-service programs.

(1)	(2)		
_____	_____	1.	Expansion of Knowledge-To inform, to present ideas, or to disseminate information.
_____	_____	2.	Improving Competencies-To direct and apply knowledge and information in ways which enable a person to develop or utilize ideas and information at a skilled level.
_____	_____	3.	Problem-Solving -Activities aimed at sharing knowledge and experience in the content of developing strategies which possibly may solve a specific identified problem.
_____	_____	4.	Evaluation -Opportunities to critically and objectively assess a program, method or process which would lead toward group concensus regarding changes in such programs, methods, or processes

_____	_____	5. Organizational Communications	-Opportunities to relate and share ideas and experiences with colleagues in similar work assignments, to increase motivations, to identify organizational goals, to improve human relations.

PART II

Directions:

Please circle the number on the scale below each question or statement which most closely represents your response to the statement or question.

1. To what degree would you evaluate the amount of planning which went into organizing in-service meetings?

1	2	3	4	5
Very Little Planning				Great Deal of Planning

2. From an organizational standpoint, did the in-service programs proceed smoothly?

1	2	3	4	5
It was Very Awkward				It Proceeded Very Smoothly

3. To what degree did those making presentations (if any) to the in-service group appear to be well planned and prepared?

1	2	3	4	5
Not Well Planned or Prepared				Extremely Well Prepared or Planned

4. How much new information did you learn from the in-service meetings?

1	2	3	4	5
Not Very Much				A Great Deal

5. To what degree were new and/or innovative instructional methods discussed or demonstrated at the in-service meetings?

1	2	3	4	5
Not Very Much				A Great Deal

6. To what degree were the physical arrangements for the in-service meetings satisfactory?

1	2	3	4	5
Not Very Satisfactory				Very Satisfactory

7. To what degree did the in-service provide opportunities for you to be involved or contribute to the session?

1	2	3	4	5
Very Little				A Great Deal

8. Were the in-service activities related to subjects of interest or need to teachers in your area of assignment as a whole, realizing that any particular activity may be repetitive or not a major area of concern to a particular individual within that teaching area?

1	2	3	4	5
Very Little				A Great Deal

9. To what degree did the in-service meetings provide information and/or perspectives which may have some influence upon your teaching objectives or methodology in the future?

1	2	3	4	5
Very Little				A Great Deal

10. To what degree would you say the in-services were a worthwhile educational experience for you as a professional educator?

1	2	3	4	5
Not Worthwhile At All				Very Worthwhile

BIBLIOGRAPHY

Campbell, David, A Practical Guide to the Open Classroom, The Book Center, PA.

Cary, Ryland W., Humanizing the School: Curriculum Development and Theory, Alfred A. Knott, Inc., NY, 1969.

Cutlip, Scott M. and Allen H. Center, Effective Public Relations, Prentice-Hall, Inc., Englewood Cliffs, NJ, 1971.

Dunn, Kenneth, and Rita Dunn, Practical Approach to Individualizing Instruction, Parker Publishing Co., Inc. West Nyack, NY, 1972.

Featherstone, Joseph, Schools Where Children Learn, Liveright, 1971.

Goodman, Paul, Compulsory Miseducation, Ventage, NY, 1962.

Holt, John, The Underachieving School, Pitman, NY, 1969.

I/D/E/A/, Individually Guided Education: Principal's Handbook, Institute for Development of Educational Activities, Inc., Charles F. Kettering Foundation, Dayton, OH, 1971.

Klausmeier, Herbert J. and others, Individually Guided Education and the Multi-Unit Elementary School, Wisconsin Research and Development Center for Cognitive Learning, The University of Wisconsin, Madison, WI, 1971.

Lewis, James Jr., Administering the Individualized Instruction Program, Parker Publishing Co., Inc. West Nyack, NY, 1971.

Morton, Richard J., Innovation Without Renovation In the Elementary School, Citation Press, NY, 1975.

Murray, Evelyn M., and Jane R. Wilhour, The Flexible Elementary School, Parker Publishing Co., Inc. West Nyack, NY, 1971.

Silberman, Charles, Crisis in the Classroom, Random House, 1970.

Smith, Lee L., A Practical Approach to the Nongraded Elementary School, Parker Publishing Co., Inc. West Nyack, NY, 1968.

Standards of Quality, Perspectives and Implications, Enacted by the General Assembly of Virginia, Virginia Association of School Executives Publication, Charlottesville, VA, 1975.